

For Reference

NOT TO BE TAKEN FROM THIS ROOM

EX LIBRIS
UNIVERSITATIS
ALBERTAENSIS





Digitized by the Internet Archive
in 2020 with funding from
University of Alberta Libraries

<https://archive.org/details/Mclver1970>

THE UNIVERSITY OF ALBERTA

STUDENT OPINIONS AND ATTITUDES IN SECOND
LANGUAGE LEARNING

BY



ALLEN GORDON MCIVER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL, 1970

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Student Opinions and Attitudes in Second Language Learning" submitted by Allen Gordon McIver in partial fulfilment of the requirements for the degree of Master of Education.

Date:

Sept. 12, 1970

ABSTRACT

The purpose of this study was to obtain the reactions of junior high school students toward a particular French course, and to assess their attitudes in regard to the French language and French-speaking people. It was assumed that such information from the students themselves would provide a better understanding of some of the problem areas which second language learners and their teachers face.

A questionnaire, developed for the purposes of this study, was administered to the Public School students of Moose Jaw, Saskatchewan who were following the French course, "Voix et Images de France". Students, who had studied French prior to Grade VII or who had not begun the French course in question in the first year of junior high school, were eliminated from the study. The findings of this report were based on the responses of the remaining 917 students.

Since classes had been divided into top, middle, and bottom thirds on the basis of French marks, comparisons of students' responses were possible by achievement level as well as grade level. These comparisons were in addition to the overall reaction of the respondents for each item in the questionnaire.

The analysis of the data indicated that students generally held favorable attitudes toward the French language and French-speaking people, and that the French course was considered to be a good one for people wishing to learn to

speak French. First year students of the course were more positive in nearly all of the areas under examination than were students in the second and third years. Like the Grade VII's, high achievers tended to be more sympathetic toward the language, and in certain areas somewhat more positive toward the course than were students who did not perform as well.

Comprehending the meaning of the French sentences and a proper grasp of the grammar appeared to be two important areas of concern to many students. Considerable criticism was also leveled at the scarcity of time for practicing French conversation in class, the boredom resulting from the repetition of the sentences, the poor quality of the tapes, and the lack of provision of a textbook containing the French sentences and exercises. In almost every case the strongest disapproval came from the Grade IX students.

Simple solutions to the problems encountered in this study will not be easily found. One great step forward would be the creation of more positive attitudes, and certain changes in the methodology of the course could possibly provide other improvements. However, it seems that the most important role in the process of acquiring a second language is played by the teacher. Skilled, efficient, and imaginative instructors are able to bring about most effectively the positive opinions and attitudes which are so necessary in this field of study.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude and appreciation to all whose contributions made the completion of this thesis possible. Above all, honor and thanks are given to God for health, strength, and guidance at all times during the study.

Gratitude is expressed to the advisor of this study, Dr. D. V. Parker, for his encouragement and invaluable suggestions throughout the compiling and writing of this thesis, and the helpful contributions of the committee members, Dr. M. J. Monod, and Professor W. D. Wilde.

Appreciation is also expressed to Dr. H. Kass and Mr. D. Precht for much needed advice and assistance during the data analysis.

Thanks is extended to the Board and the Superintendent of the Moose Jaw Public School Board of Education, Mr. R. Stephenson, for permission to conduct the study, and to the teachers and students of this school system for their cooperation.

For the financial assistance of the Department of Secondary Education, the writer is indebted since it enabled him to undertake a master's program at the University of Alberta.

Finally, to my wife and family go special thanks for their patience, understanding, and support.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Introduction.	1
Statement of the Problem.	4
Significance of the Study.	5
Overview of the Study	5
II. THE REVIEW OF THE LITERATURE	7
Learning Theories and Methodology	7
Related Studies	7
Criticisms by Authorities	9
Definitions of Teaching Methods	10
Repetition and Habit Formation.	12
Inductive versus Deductive Learning	13
The Use of English to Convey Meaning	15
Prior Presentation of Materials in Spoken Form.	15
Motivation, Interest, and Attitudes	18
Related Studies	19
Boredom in the Classroom	22
Concluding Statement.	23
III. THE DESIGN OF THE STUDY	25
The Instrument	25
Setting and Population	27
Teachers and Their Classes	28
Gathering of the Data	30

CHAPTER	PAGE
Treatment of the Data	32
IV. THE RESULTS AND DISCUSSION.	34
Analysis of the Questions	35
Analysis of the Clustered Items	97
Analysis of Responses of Students Taught by VIF-Trained Teachers Compared to Responses of Students Taught by non-VIF- Trained Teachers	106
V. SUMMARY, CONCLUSIONS AND IMPLICATIONS, RECOMMENDATIONS FOR FURTHER RESEARCH.	117
Summary of the Findings	117
Attitude Toward French and French- Speaking People	118
Opinion of the VIF Course	118
Comprehension of Meaning	120
Grammar	121
Repetition.	121
Reading and Writing	122
Time Provided for Free Conversation in French	122
Aspirations to Speak French	123
Teachers' Training.	123
Conclusions and Implications.	124
Recommendations for Further Research.	126
BIBLIOGRAPHY	128
APPENDIX A: Pilot Study Questionnaire	133
APPENDIX B: VIF Questionnaire	139

CHAPTER	PAGE
APPENDIX C: Students' Written Comments . . .	144
APPENDIX D: The Tables	162

LIST OF TABLES

TABLE		PAGE
I.	Frequency and Percent of Response by Category to Question 1	163
II.	Frequency and Percent of Response by Category to Question 2	164
III.	Frequency and Percent of Response by Category to Question 3	165
IV.	Frequency and Percent of Response by Category to Question 4	166
V.	Frequency and Percent of Response by Category to Question 5	167
VI.	Frequency and Percent of Response by Category to Question 6	168
VII.	Frequency and Percent of Response by Category to Question 7	169
VIII.	Frequency and Percent of Response by Category to Question 8	170
IX.	Frequency and Percent of Response by Category to Question 9	171
X.	Frequency and Percent of Response by Category to Question 10	172
XI.	Frequency and Percent of Response by Category to Question 11	173
XII.	Frequency and Percent of Response by Category to Question 12	174
XIII.	Frequency and Percent of Response by Category to Question 13	175
XIV.	Frequency and Percent of Response by Category to Question 14	176
XV.	Frequency and Percent of Response by Category to Question 15	177

TABLE	PAGE
XVI. Frequency and Percent of Response by Category to Question 16	178
XVII. Frequency and Percent of Response by Category to Question 17	179
XVIII. Frequency and Percent of Response by Category to Question 18	180
XIX. Frequency and Percent of Response by Category to Question 19	181
XX. Frequency and Percent of Response by Category to Question 20	182
XXI. Frequency and Percent of Response by Category to Question 21	183
XXII. Frequency and Percent of Response by Category to Question 22	184
XXIII. Frequency and Percent of Response by Category to Question 23	185
XXIV. Frequency and Percent of Response by Category to Question 24	186
XXV. Frequency and Percent of Response by Category to Question 25	187
XXVI. Frequency and Percent of Response by Category to Question 26	188
XXVII. Frequency and Percent of Response by Category to Question 27	189
XXVIII. Frequency and Percent of Response by Category to Question 28	190
XXIX. Frequency and Percent of Response by Category to Question 29	191
XXX. Frequency and Percent of Response by Category to Question 30	192
XXXI. Frequency and Percent of Response by Category to Question 31	193
XXXII. Frequency and Percent of Response by Category to Question 32	194

TABLE	PAGE
XXXIII. Frequency and Percent of Response by Category to Question 33	195
XXXIV. Frequency and Percent of Response by Category to Question 34	196
XXXV. Frequency and Percent of Response by Category to Question 35	197
XXXVI. Frequency and Percent of Response by Category to Question 36	198
XXXVII. Frequency and Percent of Response by Category to Question 37	199
XXXVIII. Frequency and Percent of Response by Category to Question 38	200
XXXIX. Frequency and Percent of Response by Category to Question 39	201
XL. Frequency and Percent of Response by Category to Question 40	202
XLI. Frequency and Percent of Response by Category to Question 41	203
XLII. Frequency and Percent of Response by Category to Question 42	204
XLIII. Frequency and Percent of Response by Category to Question 43	205
XLIV. Frequency and Percent of Response by Category to Question 44	206
XLV. Frequency and Percent of Response by Category to Question 45	207
XLVI. Frequency and Percent of Response by Category to Question 46	208
XLVII. Frequency and Percent of Response by Category to Question 47	209
XLVIII. Frequency and Percent of Response by Category to Question 48	210
XLIX. Frequency and Percent of Response by Category to Question 49	211

TABLE	PAGE
L. Frequency and Percent of Response by Category to Question 50	212
LI. Frequency and Percent of Response by Category to Question 51	213
LII. Frequency and Percent of Response by Category to Question 52	214
LIII. Frequency and Percent of Response by Category to Question 53	215
LIV. Frequency and Percent of Response by Category to Question 54	216
LV. Frequency and Percent of Response by Category to Question 55	217
LVI. Frequency and Percent of Response by Category to Question 56	218
LVII. Frequency and Percent of Response by Category to Question 57	219
LVIII. Frequency and Percent of Response by Category to Cluster 1.	220
LVIX. Frequency and Percent of Response by Category to Cluster 2.	221
LX. Frequency and Percent of Response by Category to Cluster 3.	222
LXI. Frequency and Percent of Response by Category to Cluster 4.	223
LXII. Frequency and Percent of Response by Category to Cluster 5.	224
LXIII. Frequency and Percent of Response by Category to Cluster 6.	225
LXIV. Frequency and Percent of Response by Category to Cluster 7.	226
LXV. Frequency and Percent of Response by Category to Cluster 8.	227

TABLE

PAGE

LXVI.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 2 . . .	228
LXVII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non- VIF-Trained Teachers to Question 6 . . .	229
LXVIII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 8 . . .	230
LXIX.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 12 . . .	231
LXX.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 16 . . .	232
LXXI.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 24 . . .	233
LXXII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 32 . . .	234
LXXIII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 33 . . .	235
LXXIV.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 35 . . .	236
LXXV.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 42 . . .	237

TABLE

PAGE

LXXVI.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 44 . . .	238
LXXVII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 49 . . .	239
LXXVIII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 51 . . .	240
LXXIX.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 53 . . .	241
LXXX.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Question 56 . . .	242
LXXXI.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Cluster 2 . . .	243
LXXXII.	Frequency and Percent of Response for Students Taught by VIF-Trained Teachers Compared to Students Taught by Non-VIF- Trained Teachers to Cluster 7 . . .	244

CHAPTER I

THE PROBLEM

I. INTRODUCTION

Although many feel that second language learning is of growing importance in a shrinking world, teachers in this subject area have not always been successful in communicating to their students the value of such study. Those who have had experience in this field frequently observe classes in which enthusiasm for the subject is lacking. They see students who are relatively successful in most subject areas of the curriculum often having difficulty in learning a foreign language. The large number of dropouts and the high failure rate of these students have long disturbed educators because of the waste of human talent and potential. The seriousness of the situation certainly warrants investigation. One may ask: Are the students bored by the method of presentation? Are the theories of learning faulty? Do negative attitudes defeat the best efforts of the teachers? Have the students no real interest in learning a second language? Is French really that important today to students, compared with Russian, Chinese, Spanish, or some other world language? Obviously, these questions have been asked and debated previously by teachers, professors, and administrators on

numerous occasions, but too often these people forget that if education is to be effective, it should be geared to those being educated, not the educators. Since this is the case, would it not be worthwhile to ask the opinions of the students themselves about these problems?

It is only lately that educators have been paying closer attention to student opinions about the content of the curriculum, the methods of presentation, and other decisions which affect them directly. This has been most evident at the university and college level, but even in the high schools there is a growing insistence on the part of the learners that their opinions be heard. Bamberger (1955, p. 241) feels that it might be wise to investigate the opinions of all students with regard to preferred aims and procedures, since even the most radical and erroneous views of students cannot be overlooked, because they serve to determine their attitudes toward a subject. The French program, according to Kaulfers (1955, p. 30), must give satisfactions to both students and teachers to obtain the best results. Up to the present very few educators have given students much voice in determining the course of studies. Student activists are demanding a greater voice in determining their future, and even though the older generation may not be too sympathetic, thoughtful consideration should be given to all suggestions. The associate secretary of the National Association of Secondary School

Principals, J. Lloyd Trump (1970, p. 65), was quoted in Newsweek as saying, "Each year the kids are in school, they have less enthusiasm for it." The article goes on to say that many students display a passive acquiescence or a resignation to boredom, and that the schools have failed to keep pace with the changes in modern society. If changes have occurred, they have been superficial in many cases, but students are still expected to remain passive receptacles for knowledge.

During the past decade a growing number of foreign language teachers, in an attempt to revitalize the old courses and methods, have adopted the audio-lingual approach in which the fundamental skills are emphasized. The new methodology at first seemed like the complete answer to the problems that had long plagued this subject area. There were many favorable reports from both teachers and students. The audio-lingual method was viewed as a panacea, hopes were high, and optimistic predictions were made. However, in more recent years a certain amount of disillusionment has set in. Many of the evaluative reports speak of qualified success and reservations. Classroom results have not matched expectations. Belasco (1965, p. 482) observes that students are able to manipulate drills and memorize dialogues very expertly, but most of them are unable to understand and speak the language outside the classroom situation. It appears that many students receive the new approach with

enthusiasm, but, as with the traditional grammar-translation method, interest falls off after extended exposure. Efforts, both preventative and remedial, have to be undertaken to conserve these human resources. A close examination of these problems from the students' point of view could be most revealing.

II. STATEMENT OF THE PROBLEM

In this study the investigator is concerned with an examination of students' opinions of an audio-lingual French course, "Voix et Images de France" (hereafter referred to as VIF)¹, as well as their attitudes toward the French language and French-speaking people. A comparison of these attitudes and opinions in three grades and at three levels of achievement is also made to see the effect of these divisions upon student response.

Studies by Lambert (1963), Pimsleur (1964), Politzer (1953-54), and Reinert (1970) have already demonstrated that success in second language learning can be influenced by the attitudes and values held by students toward the foreign language and the people whose language is being

¹For the purposes of this study the "Voix et Images de France" course will be designated as an audio-lingual course. However, it must be pointed out that, although VIF has many of the features of an audio-lingual course, it does rely heavily upon visuals, in the form of filmstrips, to assist in the presentation of meaning. Therefore, one could say that VIF stands apart from other audio-lingual courses in that it is really an audio-visual approach to the learning of a second language.

studied. This study does not attempt to inquire further into this question. Rather, the investigator wishes to ascertain the attitudes and opinions of a particular group of students in hopes of discovering information which will improve the learning process in the field of second language learning.

III. SIGNIFICANCE OF THE STUDY

There have been but few studies concerned with student opinion. It is hoped that the present study sheds some light on the audio-lingual method from the student's point of view. If teachers and administrators can be provided with information as to the methods and procedures which are received favorably by their clients, it should assist in planning for a better program of instruction or in making adjustments which will facilitate learning.

Since attitudes and interests play such an important role in determining motivation, it ought to be of value to know the attitudes of the students with which this study is concerned. This may prove to be worthwhile information to teachers in dealing more successfully with their students.

IV. OVERVIEW OF THE STUDY

The introduction to the problem, the purpose of this study, and its significance have been presented in this

chapter. The remainder of the thesis has been organized in four chapters as follows. Chapter II is devoted to the relevant literature in the second language field. The design of the study and the development of the instrument are then described in Chapter III. Chapter IV is concerned with the review and discussion of the findings which are summarized in the last part of this report, Chapter V. In this final chapter the conclusions and implications are also presented along with some suggestions for further research.

CHAPTER II

THE REVIEW OF THE LITERATURE

I. LEARNING THEORIES AND METHODOLOGY

Criticism of the educational system is a pastime in which young and old engage, and far too often those who would tear down everything in this system have nothing constructive with which to replace it. It is perhaps for this reason that students' opinions of courses of study have never been very highly valued, nor have they received much attention, especially below the college level. However, there are certain educators who do see some worth in asking the opinions of all who are affected by educational decision-making. One of these educators, Bamberger (1955, p. 241), advocates that every foreign language student be requested to fill out a questionnaire to determine reactions to the study and teaching process. He says that no instructor can be entirely sure of himself and hope for success unless he knows what is in the student's mind, even though a student may or may not understand his own needs and desires or be able to judge educational principles correctly.

Related Studies

Rice (1967) reported a successful study in San Diego which was designed to obtain the opinions of gifted students

regarding changes in the current academic program. Interviews and written submissions showed that gifted students provide meaningful ideas about the nature of their academic programs, and thus represent a largely unused source of imaginative suggestions for program innovations and change.

Huebener (1963) in an article titled, "The New-Key is Now Off-Key", reports on a questionnaire submitted to the foreign language teachers in New York. After some experience with the new approach to second language learning, these teachers expressed a number of criticisms. They felt that it was too time consuming for crowded timetables, that the pre-reading period was too long, that English could not be eliminated entirely, and that grammar could not be neglected all together, particularly for the brighter students. These were some of the more important criticisms which resulted in certain modifications to their methodology.

Similar dissatisfactions were reported by Fisk (1969, p. 66) who quotes the complaints of a number of FLES (foreign language in the elementary school) graduates:

1. "We didn't know what we were saying."
2. "We had to repeat too much after the teacher; we didn't do enough on our own."
3. "What we learn should be more usable in communication."
4. "We knew the meaning of the whole sentence, but not the parts."

5. "We learned to say, 'Paco is tired.' Why couldn't we have learned, 'I am tired, we are tired, you are tired.'?"

Not all of these complaints relate to a method, but to the way the method is used by the teacher who is often times lacking in experience or the knowledge of how to make effective use of dialogues. However, in many classes there is mindless repetition and memorization with only a hazy idea of the meaning of what is being said. Fisk goes on to say that students often learn to respond with a "jumble of syllables" when the proper stimulus is given, but that they are not really grasping concepts which they can use in other situations, and therefore, learning is easily forgotten. This results in frustration and discouragement.

Criticisms by Authorities

Some of the more prominent educators, linguists, and psychologists have also expressed skepticism about certain aspects of the audio-lingual theory. Chastain (1968, p. 268) says that there are assumptions concerning this theory about which many experts have been asking questions. Nelson Brooks (1966, p. 359) has stated, "Up to the present, what is called the new approach is largely an act of faith; research to prove the validity of its basic principles is scanty." Carroll (1965, p. 281) observes that the audio-lingual theory was consistent, during its

development, with the psychological ideas at the time, but it is no longer abreast of recent developments.

In 1966 when teachers felt that research had at last given them some answers to the problems of methodology, and they were beginning to feel comfortable with the audio-lingual method, Chomsky (1966, p. 43) upset the status quo by seriously questioning much of the work done in linguistics in recent years. He said that what was well established doctrine a few years prior to that time was now the subject of extensive debate, and that in psychology many question the view that the basic principles of learning are well understood. Chomsky (1966, p. 44), a linguist himself, also stated that linguists are equally at fault for contributing to the idea that language learning is "habitual and that a fixed stock of patterns is acquired through practice and is used as the basis for analogy."

Definitions of Teaching Methods

Before examining in more detail what these experts have to say, a brief description of the basic teaching methods is in order. Spolsky (1966, p. 120) has summarized the basic assumptions upon which the audio-lingual method is based:

1. Foreign language learning is a mechanical process of habit formation.
2. Habits are strengthened by reinforcement.

3. Language is behavior made up of habit sequences at the phonemic, morphological, lexical, and syntactic levels.
4. Repetition, practice, and reinforcement of units and their concatenation are effective ways of developing language performance.

These principles are derived from the behavior theory Skinner developed which were based on his work with rats and pigeons. Chomsky (1966) says that human verbal behavior, in reference to the habit-skill theory of language learning, can not be explained by principles of association and reinforcement. In regard to repetition and practice Jakobovits (1969, p. 438) has shown that there is "little value in implanting responses, and that imitation of novel grammatical forms occurs infrequently."

At the other end of the spectrum there is what Carroll refers to as the "cognitive code-learning theory" and which Chastain (1968, p. 269) has summarized as follows:

1. The use of exercises designed to teach grammatical understanding of concepts being introduced,
2. The deductive explanation of all grammar prior to practice with the structure, and
3. The practice of all the language skills from the beginning of the course.

There is also what Grittner (1969a, p. 118) refers to as the "eclectic method" whose proponents believe that language learning involves cognition and conditioning. In a sense this is an attempt to combine the best of the old

and the new, and may prove to be the best solution to the extremes that have been in evidence in the schools. It has been difficult to compare the audio-lingual method with the cognitive code-learning approach, although some of the more recent critics have tended to favor the latter of these two theories of learning. The many variables encountered in the classroom situation often cause research findings to be quite unreliable.

Repetition and Habit Formation

Some teachers would have the course committed to memory and disregard the essential thought processes needed for the acquisition of the foreign language skills. Grittner (1969b, p. 476) feels that rote verbalization, whether in the form of dialogue or grammar rules, is "the lowest and least humanizing link in the chain of language learning", even though a certain amount of memorization is necessary in acquiring a second language.

Ausubel (1964, p. 421) says that because children are often unaware of the rules and uses of formal grammar, it is assumed that their language capacity consists of rote verbal habits. But the fact that they can understand and generate new sentences implies that even in children there is an understanding of the structure that is more than memorization. In adults this meaningfulness is developed to a higher degree indicating that the habit-skill

approach does not provide for a complete description of the language learning process.

Fisk (1969, p. 66) considers that the audio-lingual habit theory appears to be well suited to the nature of the eight year old child who mimics well and does not reason about the language, but as the child grows older, he develops an analytical mind and is less and less satisfied with thoughtless mechanical repetition. He wants to know what he is saying and the reason for doing so. Once he knows the reasons he can usually make the application of the generalization. Fisk points out that the habit formation approach fails to make use of these facts with the result being frustration and negative attitudes on the part of the learner.

Inductive versus Deductive Learning

Certain authorities state that the learner needs to be given the generalization first, while others maintain that the learner is to discover this intuitively. The inductive learning of grammar rules by pattern practice attempts to duplicate the process whereby children learn their native language. An intuitive grasp of syntax is sought following a great deal of experience manipulating the structures. Ausubel (1964, p. 422) feels that this type of learning is suitable for very young children, but is wasteful and unnecessary in dealing with older learners

who are perfectly capable of understanding the more abstract syntactic ideas. He goes on to say that the deductive use of grammatical generalizations is decidedly more efficient in learning the foreign language since the generalization and the application of it are transferable from the beginning of practice.

In a study at Purdue in the fall of 1965 Chastain and Woerdehoff (1968) compared the audio-lingual and the cognitive code-learning methods with two groups of Spanish students. One group did not do significantly better than the other, but the results did favor the cognitive group. It was felt that the deductive presentation of structure freed more class time for contextual practice. It seemed that it was this type of practice in manipulating structure to express their own ideas which enabled students taught by the cognitive method to transfer what had been studied to unfamiliar contexts. The authors of this study inferred from the results that the deductive presentation of material was superior to inductive presentation, that analysis was superior to analogy, that drills stressing understanding were superior to pattern practice, and that using all the senses in the study of material from the beginning was superior to the natural order of presentation.

A study by Politzer (1967) at Stanford reached conclusions similar to those in the study by Chastain and Woerdehoff. Politzer's study found that the inductive

presentation of grammatical explanations was not superior to the deductive presentation of grammatical explanations.

The Use of English to Convey Meaning

The use of English in the classroom has been another area of controversy among teachers of foreign languages. Ausubel (1964, p. 422) feels that for the older student it is unrealistic and inefficient to bypass the mediating role of his native tongue, an argument which is also supported by Bazan (1964, p. 344). She states that for the learner to ignore his mother tongue is not only "to waste his syntactic awareness but also to obscure the many refinings of concept he has already made." Grittner (1969a, p. 163) takes a sensible approach in advocating discriminate use of English in the foreign language classroom. In this way English can be used to speed up the learning process as long as it leads to more creative and concentrated practice in the second language. The teacher must be on guard since students will not take the target language seriously as a means of direct communication when they know that they can fall into English at the slightest difficulty.

Prior Presentation of Materials in Spoken Form

The supporters of the audio-lingual method advocate the prior presentation of material in the spoken form because, it is argued, this is the way children learn their native language. Ausubel (1964, p. 423) questions the

theory that, once a child can read, it follows that he must observe the same sequence in second language learning, because once reading is learned, it can be used as a tool to learn new knowledge. It is unnatural to expect that after an individual becomes literate he will learn the same way as when he was illiterate.

Brown (1965, p. 890), who did a research project in a Spanish FLEX program introduced reading immediately because of "the inescapable fact that the student already has the basic features of one language system completely internalized." Stern (1964) agrees, stating that once reading and writing have been learned by the child, it is unreal to treat him as a non-reader.

In an experiment carried out by Lipton (1969), the auditory comprehension of two groups of gifted children in a Grade IV FLES situation was compared to determine the value of the extended prereading period. The study hypothesized that there would be no difference in auditory comprehension between an experimental group using listening, speaking, and reading activities, and the control group using only listening and speaking activities in the first year of French instruction. The major findings showed that the experimental group significantly outperformed the control group when tested on auditory comprehension. Lipton concluded that this experiment supported the theory held by several psychologists that better achievement

results are obtained when more senses are brought into play during the learning process. However, it should be pointed out, as was done by the researcher, that this experiment may indicate that gifted children may perform better under these conditions than children of more average ability.

Mueller and Leutenegger (1964) in an interview study of foreign language dropouts learned that students objected to an oral approach in which reading was de-emphasized. In this study students again and again stated that they wanted to read even though they could hear the sounds well. Students of the present generation appear to have a greater dependence on visuals than ever before which may cause overdependence on reading. Carroll (1969, p. 229) has observed that students in the Pennsylvania Research Project who were in the classes where the functional skills were stressed had a greater tendency to desire more emphasis on formal grammar, reading, and writing. Grittner (1969a, p. 258) asserts that it is unrealistic to expect students to adjust readily to a course that expects them to rely solely upon listening and speaking especially when a prolonged prereading period has no research to back it up.

Bazan (1964) quotes several psychological studies to back up her statement that a verbal-visual cue may interact to produce better learning, and says that it could be hypothesized that the written word could act as a

reinforcer of a spoken utterance.

Belasco (1965, p. 483) indicates that under the audio-lingual method students can often send but cannot receive utterances properly from native speakers in a natural situation. He says that the student is not always equipped with a solid structural stockpile of internalized patterns, and that the acquisition of true audio-comprehension may be the key to achieving a high degree of development in other skills. Immigrants may never learn to read or write but learn to speak a new language after hearing and understanding properly.

II. MOTIVATION, INTEREST, AND ATTITUDES

The way motivation affects the learning process must not be overlooked even though it is difficult to assess properly. Do students work hard because they enjoy schoolwork, or do they enjoy schoolwork because they are reasonably successful at it? This is the difficulty one encounters when discussing motivation. The classroom teacher has the responsibility for making the student successful in the second language by giving him experience in supplying correct answers. Repeated failure leads to resentment, disinterest, and negative attitudes which often cannot be changed by the best efforts of future foreign language teachers. It would seem that learning which leads to successful performances before fellow class members

would build up the confidence necessary for face-to-face communication in the second language, and cause the student to exert maximum effort.

Related Studies

Few researchers agree with Carroll (1963, p. 1089) who reported that a person's likes or dislikes for study of a foreign language were unrelated to aptitude or achievement. He says, "As long as learners remain cooperative and actively engaged in learning, whether they want to or not, motivational differences will not make much difference in achievement."

Politzer (1953-54), Pimsleur (1964), and Lambert (1963) have all shown the importance of interest and positive attitudes to bring about proper motivation. Indeed, Lambert states that the student's attitude toward the culture of the language he is learning is the crucial factor influencing his achievement. His research indicated that people who have the most favorable attitude toward a group whose language they are studying will have the least difficulty in learning the language. This was shown in a study by Lambert and his associates (1963, p. 177) who compared groups of students in Maine, Connecticut, and Louisiana to investigate the importance of social attitudes toward "the other" language group, the majority and minority, and motivation to learn the language. At the same time

they were investigating the importance of intellect and language learning aptitude. Lambert reported that "two independent factors underlie the development of skill in learning a second language: an intellectual capacity and an appropriate attitudinal orientation toward the other language group coupled with a determined motivation to learn the language."

Lambert (1963, p. 155), who bases his "social-psychological theory" of language learning on experiments carried out at McGill University, feels confident that those who are learning a second language most successfully tend to identify with members of the other language group, and gradually accept their patterns of behavior for themselves. Thus, the attitudes this person has toward those whose language he is learning become extremely important, and assist or hinder his motivation to learn. The attitudinal orientation may be either "instrumental" or "integrative". Instrumental motivation may be described as the desire to learn a language for its practical value as a tool to the student, whereas integrative motivation may be defined as the desire to be more like the other language group linguistically and culturally. Lambert found that more successful learners possessed this latter type of motivation. He also noted that some learners were motivated to learn a second language because they felt dissatisfied with their own cultural group. Of course, this researcher's

studies in Canada have been limited to the Montreal area which, as far as second language learning is concerned, is quite different from other regions in this country.

Studies which could replicate his work in other parts of Canada, would possibly provide very different results from those found in Montreal.

Ford's study (1957) of junior high school students illustrated that their performance was closely related to age and sex roles. Boys at this age are concerned with establishing themselves as males. Parental interest in and aspirations for their children were found to have a powerful influence on work in school. This is certainly borne out by Gardner (1960) who found that parents with positive attitudes toward the French language and sympathy toward the French-speaking community passed these traits on to their children.

Reinert (1970), reporting on a 1968 study concerning the reasons given by students for taking a foreign language and the values they felt foreign language study had for them, found that most students do not enroll in foreign language courses because they desire to learn the language and culture of another group. Over one half of the students surveyed indicated that they were taking it for college credit, and once this was done they would not be doing any further study in this field. Less than one third of these learners originally enrolled because of any kind of

interest in languages. Travel to other parts of the world is often listed as one of the important practical reasons for such study, but only about ten percent of these people considered this reason as worthwhile. The figures show that the majority were not pursuing the study of a second language because they wanted to but because they had to. Strangely enough, these students did not feel such study was unimportant. Nearly forty percent believed it should be required of everyone. However, this survey indicated that they felt two years study of a foreign language was sufficient.

Boredom in the Classroom

Boredom is the great enemy of the foreign language program. The drill and repetition required with the audio-lingual method become quite ineffective unless the student sees some practical way of putting the language to use, according to Wardhaugh (1967).

Mirsky (1967, p. 1) states that FLES classes are especially subject to boredom because of the fact that they are limited by the scope of their immediate goals. He advises that the teacher must be constantly on guard against this problem since, once it has set in, the teacher will be hard put to regain the interest of the class. This calls for variety of teaching techniques and a rapid pace of presentation. Mirsky also maintains that much of the

trouble lies with authors and publishers of materials who, in spite of impressive advertisements, have used the same old approaches in their new texts. Few of the dialogues appeal to the separate interests of boys and girls. All of this means that the teachers have to be very sensitive to the moods of their classes and must glide quickly from one activity to another when it is perceived that interest is waning.

III. CONCLUDING STATEMENT

Few of the problems discussed have simple solutions. Grittner (1969b) observes that there is little in the new approach to foreign language teaching which can be proven to be superior to that which went before. He asserts that there is an alternate approach which consists of concentrating on objectives and being permissive as to how they are reached and upon which theory of language learning they are based. Sometimes an inductive presentation is effective and at other times a deductive learning experience is best. Carroll (1963, p. 1090) has stated the problem most teachers face and for which they must try to find a solution. He says, ". . . the new methods of teaching languages almost invariably stimulate students during the early stages of instruction; effective means of forestalling the tedium and fatigue that often set in at later stages have not been discovered." It seems obvious that a

great deal of the success of the foreign language program depends on the teacher. Good teachers can achieve good results regardless of the method, and yet good methods certainly will facilitate the task.

CHAPTER III

THE DESIGN OF THE STUDY

In this chapter the design of the study is presented in detail. Included are descriptions of the instrument, the setting and population, the training of the French teachers in the methodology of the course and the types of French classes, the gathering of the data, and the treatment of the data.

I. THE INSTRUMENT

As was explained earlier, the purpose of this study was to obtain the opinions of students regarding a particular French course, and their attitudes toward the French language and those who speak this language. Since no satisfactory instrument was available for this purpose, a questionnaire was devised.

Accordingly, a pool of items was drawn up which would examine areas of interest to the study. These included items pertaining to the VIF course generally, attitudes toward the French language and French-speaking people, opinions of the delayed introduction of reading and writing, possible grammar problems, the effect of repetition and its usefulness, and the time devoted to liberated dialogue in the second language.

As a check on the validity of these items, they were

submitted to several professors, supervisors, teachers, and graduate students, all involved in and familiar with second language instruction as it relates to the VIF course. These individuals were asked to check the items and give their criticisms and suggestions for improvement. For the pilot study fifty-four items were selected. These appear in Appendix A.

This questionnaire was administered to two VIF classes at Concordia College in Edmonton. This involved forty-five students in Grades X and XI. Copies of the instrument were also distributed to ten students of junior high school age who were taking the same course in the Public Schools of Edmonton. Both groups were encouraged to write impressions or observations on any of the questions or to make comments or suggestions at the end of the questionnaire. The responses of these students were then processed in order to locate items which caused difficulty or confusion. Certain questions were reworded, others were deleted, and some new questions were added where it was felt that areas had been inadequately covered. The final questionnaire containing fifty-seven items appears in Appendix B.

Questions rather than statements were selected for the instrument in the hope that questions would elicit more response from students of the junior high school level. Various response scales were considered but a simple --

YES, UNDECIDED, NO -- format was decided upon because it seemed more appropriate for the grade level of the students in the study. In addition, this response scale adapted well to the use of IBM 1230 machine scored answer sheets which were used with the final fifty-seven item questionnaire.

II. SETTING AND POPULATION

The study was concerned with the Grade VII, VIII, and IX Public School Board of Education students of Moose Jaw, Saskatchewan, who were enrolled in the VIF course in the spring of 1970. The study was restricted to the Public School students because students of Grade IX enrolled with the Separate Schools were not taking the VIF course. It was not possible to include senior high school students of the city in the study since they were not involved in an audio-lingual approach to the learning of French, and would obviously have quite different views about their French program.

The city of Moose Jaw was selected because this is the system with which the investigator is most familiar and in which he is most interested. However, the results of the study should have fairly wide application for the Prairies because the nature of this city and the background of the students are similar to what might be found in other parts of Western Canada.

Moose Jaw has several small industries, is a divisional point on the mainline of the CPR, and, like many Prairie towns, serves the surrounding farm area which is chiefly devoted to wheat-growing. There are four high schools and fifteen elementary schools in the Public and Separate systems which have almost nine thousand students. A good cross section of students from business, professional, and working class homes can be found in the schools. There are no zones in the community which could be classed as very poor, nor are there any exclusive areas. There are no large concentrations of people from any one ethnic background, and so it may be expected that the attitudes held by the students ought to be fairly representative of others in many parts of the three prairie provinces.

Since French is a compulsory subject in the Province of Saskatchewan for students of Grades VII, VIII, and IX, all of the students from these grades were administered the questionnaire in the ten schools where the VIF course is offered. This involved 1,207 students in forty-five classes. Fifty-nine students in two classes were in a semestered program.

III. TEACHERS AND THEIR CLASSES

During the administration of the questionnaires interviews were conducted with the eight teachers who were employed at that time by the Moose Jaw Public School Board

of Education to teach the VIF course to the junior high school students. Four of these teachers were very familiar with the VIF course either because they had learned French by this method or had taken courses in preparation for teaching it. The other four teachers had received general French courses at the University level but no formal training in the method, nor was any form of in-service training available in this particular area.

With one or two exceptions the teachers were following the VIF method as it is recommended by the publisher. Deviations from the method were chiefly by those who had not had any formal training in it. These deviations consisted of leaving out some phases of the lesson such as the introduction of reading and writing before they were called for in the lesson schedule, the use of group repetition in place of individual repetition, the use of English to convey meaning, and the failure to use the tape recorder consistently as a model for pronunciation.

All of the teachers had some classes which were too large for an audio-lingual program to operate effectively. Indeed, very few classes had fewer than twenty students. The typical class had between twenty-five and thirty-five students. A few of the teachers had as many as thirty-six to forty-two students in one class. All of these teachers were of the opinion that under such conditions it was very difficult to achieve satisfactory results. The shortage

of time for French and the manner in which it was distributed was another handicap for some of the teachers. Timetables varied from 105 minutes per week divided into three thirty-five minute periods to 160 minutes per week divided into four forty minute periods. A number of the teachers felt that they had insufficient time to cover the course, not to mention additional activities which might have been included for the sake of variety and interest.

As could be expected the manner in which the individual teachers conducted and controlled their classes varied considerably. Some of the teacher maintained very strict discipline, some tended to have a relaxed atmosphere where favorable learning conditions existed, while others had so little control that the noise level would have prevented students from hearing the lesson properly. It appeared that some students held their teachers in high esteem, and had developed a favorable attitude toward the French course because of this. Conversely, other students appeared to exhibit a negative attitude toward the course because of their lack of rapport with the teacher.

IV. GATHERING OF THE DATA

The questionnaires were administered in each of the forty-five classes by the investigator with some assistance from the French teachers involved. After a brief explanation of the purposes of the questionnaire, the

students were each handed the questionnaire and answer sheets. These materials had corresponding numbers stamped on them previously, and while these were being handed to the students a note was made of the number beside the student's name. This enabled the investigator to enter the student's placement as to achievement in the course for each class at a later date. The students were then asked to indicate on the answer sheet whether they had studied French previously or had started the VIF course subsequent to Grade VII. These students were later eliminated from the study in an attempt to keep the sample as homogeneous as possible. After the students had indicated their grade, school, and language spoken at home, they were asked to indicate their responses to the items of the questionnaire. They were encouraged to write observations and impressions under any of the questions and additional comments or suggestions at the end of the questionnaire.

While the students were replying to the questions, the teacher was asked to give an estimate of the student's achievement in the course. In most cases this consisted of the results of the Easter tests given several weeks previously. These marks were later ranked for each class, divided into thirds, and entered on the answer sheets by the investigator.

V. TREATMENT OF THE DATA

When all of the necessary information had been transferred to the answer sheets, they were processed by the optical scorer. The comments and suggestions on the questionnaires were recorded and grouped according to topic. These may be found in Appendix C.

In order to get a better overall picture of the response pattern certain items which cover the same area were clustered. The first of these clusters is concerned with student attitudes toward the French language and those who speak French. Others refer to the time available for free expression in the language, the problems of grammar comprehension, student preference for reading and writing earlier in the schedule of lessons, meaning difficulties, boredom caused by repetition, and the usefulness of repetition. The shades of meaning in each of the questions made it difficult to cluster too many items together, but it seemed that this procedure was valuable for certain topics.

Since the design of the study was conducive to a nonparametric statistical treatment, the NONØ9 computer program was used in the analysis of the data. This program yields chi-square (χ^2)¹ and two measures of association

¹For typographical reasons, the proper Greek symbols have not been used in Chapter IV or the tables.

suitable for this study, gamma (V) and Pearson's contingency coefficient (C). The χ^2 test and the C measure of association are described fully by Siegel (1956). V is a statistical measure of association which theoretically may vary between 1 and -1. It indicates how much more probable it is to get like (concordance) than unlike orders (discordance) in two classifications when two individuals are chosen from the population. A more complete description is given by Goodman and Kruskal (1954).

Sorting the data cards which were produced by the optical scorer was the final step before the analysis. This eliminated students who had not begun the VIF course at the beginning of Grade VII, those who had studied French before, and students who came from homes where French is spoken. There were 290 in these three categories leaving 917 for the computer analysis.

The analysis may be divided into three parts: (1) the analysis item by item as they appeared in the questionnaire, (2) the analysis of the clustered items, and (3) the analysis of responses by students of VIF-trained teachers compared to those of the non-VIF-trained teachers. In both (1) and (2) a comparison was made of the responses by grade as well as a comparison of the top, middle, and bottom thirds of classes on the basis of achievement.

CHAPTER IV

THE RESULTS AND DISCUSSION

The results of the study are presented and discussed in detail in this chapter in three sections: (1) the analysis of the questions item by item, (2) the analysis of the clustered items, and (3) the analysis of the responses of students taught by VIF-trained teachers compared to those of the non-VIF-trained teachers. In each case the material is compiled in tabular form. The tables may be found in Appendix D.

For the interpretation of the tables the following guidelines are given:

1. The chi-square (X^2) test is considered significant at the .01 level.
2. As a rough estimate for this study only a value of .25 or greater for the contingency coefficient (C) will be considered indicative of a strong relationship, and a value of less than .15 will be considered weak. Any value between these two figures will be referred to as a moderate level of relationship. However, whether the relationship is statistically significant or not depends upon the value of X^2 . Where X^2 is significant, C is significant.
3. Similarly, a value for gamma (V) of .30 or greater will be considered as high association, and a value of less than .15 will be considered as low association. Any value

between these two figures will be referred to as a moderate level of association. A value of $-.30$ or greater will be considered as high counterassociation, and a value of less than $-.15$ will be considered as low counter-association. Any value between these two figures will be regarded as a moderate level of counterassociation.

I. ANALYSIS OF THE QUESTIONS

Question 1: Should all Canadians know how to speak French?

The use of this question was an attempt to obtain an indication of the general attitude of students toward the use of the French language in Canada. Table I indicates that 48.5 per cent of the students answered negatively, whereas only 36.5 percent were in favor of all Canadians knowing how to speak French. Students' written comments to this question indicated that there is considerable opposition to having French a compulsory subject as is the case for all junior high school students in the Province of Saskatchewan. Nevertheless, many students indicated in their written observations that if a person wishes to study the French language, the opportunity should be available.

Grade. A X^2 value of 30.9 is statistically significant beyond the .01 level. A C value of .18 shows that a moderate level of relationship exists. A V value of .26 shows a moderate level of association between grade and

response which means that the Grade VII students were more likely to answer affirmatively than the Grade IX's. It would appear from these figures that a greater number of the Grade VII's compared to the Grade IX's felt more idealistic and enthusiastic about the study of French, whereas the students of Grade VIII and IX were beginning to lose some of the fascination that second language study may have held for them formerly.

Achievement level. A X^2 value of 42.4 is statistically significant beyond the .01 level. A C value of .21 indicates that a moderate level of relationship exists. A V value of .28 shows a moderate level of association between achievement level and response which means that the top third of the students were much less opposed to the question than were the low achievers. The fact that more of the successful students favored the idea that all Canadians should speak French would imply that success in a language fosters a favorable attitude toward it. This elite group of students may feel that they, in particular, need to know how to speak French.

Question 2: Do you like to speak French whenever you get a chance?

Responses to this question were probably influenced by attitude toward the language and ability or success with it. Table II shows that 50.9 percent of the total sample

did not like to speak French whenever there was an opportunity compared to 33.5 percent who did. Written comments on this question revealed that some students used French as a novelty with their friends or family, but as a rule, the largest percentage of them did not use the language outside the classroom to any worthwhile degree.

Grade. A X^2 value of 23.9 is statistically significant beyond the .01 level. A C value of .16 shows a moderate level of relationship exists. A V value of .21 reveals that there is only a moderate level of association between grade and response which implies that the Grade IX students were more likely to answer negatively than were the Grade VII's. One might have expected a larger number of the Grade IX students to have answered in the affirmative than was the case, since they should have been more capable of handling the language than the first year students. However, speaking French for someone who is more familiar with the language may mean a very different thing than it does to the novice. The new student in the language may regard greetings or other simple forms as "speaking the language", whereas those who have reached a more advanced level may realize that some degree of fluency is expected before qualifying as a speaker of the language.

Achievement level. A X^2 value of 34.7 is statistically significant beyond the .01 level. A C value of .19

indicates that a moderate level of relationship is present. A V value of .27 shows that there is a moderate level of association between the two classifications in the table which means that the lowest achievers were more likely to answer negatively than were more successful performers. The results for achievement level are what might have been expected. The more able students would be more apt to make use of their opportunities to speak French simply because they possess greater confidence than those who achieve less well.

Question 3: Do you like French more than other subjects?

The figures for this question, recorded in Table III, show that 76.1 percent of the students indicated that they did not prefer French to other subjects compared to 14.3 percent who replied that they did. Presumably, the group of respondents who answered affirmatively have a very positive attitude toward the language, but this does not necessarily mean that all those who answered this question negatively hold a negative attitude toward French. Many students in this second group may rate French high on their list of preferred subjects but not first.

Grade. A X^2 value of 19.7 is statistically significant beyond the .01 level. A C value of .15 indicates that only a moderate level of relationship exists. A V value of

.09 reveals a low level of association between grade and response which means that Grade IX students were somewhat more likely to answer negatively than were Grade VII students. Since French is a new subject for the Grade VII students, there may be a tendency for a larger percentage of them to prefer this subject.

Achievement level. A X^2 value of 27.8 is statistically significant beyond the .01 level. A C value of .17 shows that a moderate level of relationship exists. A V value of .30 represents high association between achievement level and response which means that the low achievers were more likely to answer negatively than were the better students of French. Such results are what might have been expected because low achieving students would not be as likely to prefer a subject in which they were performing poorly.

Question 4: Would you prefer to start learning reading at the beginning of your French course?

There was not a large discrepancy in opinion on this question. The results in Table IV indicate that 39.7 percent of the students replied that they would prefer to start reading at the beginning of their French course compared to 46.2 percent who stated that they would not wish to do so. Reading is normally started in the second year of the VIF course about Lesson 10, and there is some

controversy over the length of the prereading period.

Grade. A X^2 value of 28.1 is statistically significant beyond the .01 level. A C value of .17 signifies that a moderate level of relationship is present. A V value of -.16 reveals a moderate level of counterassociation between grade and response which means that Grade VII students were more likely to answer negatively than were students of the two higher grades. The percentages in the table show that opinion in Grade IX is about evenly divided, whereas in Grade VII a much larger percentage of the students are opposed to the idea of beginning reading at the beginning of their course. It may be possible that beginning students fear a new complication in their regular routine, whereas the more advanced students are seeking more variety because they grow weary of the sameness of the course.

Achievement level. A X^2 value of 1.6 is not statistically significant at the .01 level. A V value of .04 signifies only negligible association between achievement level and response.

Question 5: Do you believe French is a useful language in today's world?

The figures in Table V disclose that a large proportion of the junior high school students sampled felt that French held a place of importance among the languages of the world. There were 66.4 percent of the respondents of

this opinion compared to 17.1 percent of the opposing view. However, these results do not necessarily give any suggestion of how useful these students felt the language might be to them.

Grade. A X^2 value of 14.4 is statistically significant beyond the .01 level. A C value of .12 reveals that only a weak relationship exists. A V value of .17 denotes a moderate level of association between grade and response which means that Grade VII students were more likely to answer affirmatively than were students in the two higher grades. The fact that the Grade VII's were slightly more inclined to answer affirmatively may have been due to the novelty and importance which a new subject holds for beginning students.

Achievement level. A X^2 value of 15.6 is statistically significant beyond the .01 level. A C value of .13 indicates that a weak relationship exists. A V value of .16 suggests a moderate level of association between the two classifications of the table which means that the better students were more likely to answer affirmative to this question than were those who performed less well. The poorer students may rationalize their lack of success by indicating that French lacks importance in the world.

Question 6: Can you usually understand the teacher's explanations in French of vocabulary difficulties?

This question was intended to inquire into the problems that students have understanding meaning in the second language. In Table VI the responses of the students answering "Yes" comprised 50.4 percent compared to 36.4 percent answering "No". Obviously, the responses of the students would have been influenced greatly by the skill which the teacher had used in conveying meaning clearly.

Grade. A X^2 value of 26.0 is statistically significant beyond the .01 level. A C value of .17 reveals that a moderate level of relationship is present. A V value of .12 indicates low association between grade and response which means that Grade VII students were somewhat more likely to answer affirmatively than were the students in the two higher grades. Why more of the younger students believed they were better able to understand the teacher's explanations in French of vocabulary difficulties may be due to the simpler vocabulary in the beginning lessons of the course or because not as much material is covered in the first year.

Achievement level. A X^2 value of 71.9 is statistically significant beyond the .01 level. A C value of .27 indicates a strong relationship exists. A V value of .39 denotes high association between the two classifications

of the table which means that the high achieving students were much more likely to answer affirmatively than were the lower achievers. It is not surprising that the above statistical measures for achievement level are as significant as they are. It is only reasonable to expect that the best students would have less difficulty understanding the explanations of problem areas than would the poorer students.

Question 7: Do you think French should be studied by everybody from Grade VII to Grade XII?

This is another question designed to examine the basic attitudes of students toward the French language. In Table VII one may note that there is little difference of opinion between the affirmative and negative responses, 41.9 and 44.9 percent respectively.

Grade. A X^2 value of 27.7 is statistically significant beyond the .01 level. A C value of .17 indicates that a moderate level of relationship is present. A V value of .19 shows a moderate level of association between grade and response which means that fewer Grade IX students were likely to answer affirmatively than were students in Grade VII. The reason for more of the Grade VIII and IX students feeling that French should not be studied by everybody from Grade VII to XII may be due to the realization that after two or three years of study, success

in a second language is not as simple as it appeared in the first year of the course. The apparently more idealistic viewpoint of the first year students in the course is another factor to consider.

Achievement level. A X^2 value of 18.4 is statistically significant beyond the .01 level. A C value of .14 denotes that a weak relationship exists. A V value of .17 represents a moderate level of association between achievement level and response which means that the students in the top third of their French classes were more likely to answer this question affirmatively than were those in the bottom third. These results would suggest that good performance in the language leads to a positive attitude toward it.

Question 8: Do you usually understand the meaning of what you are saying in class when speaking French?

Table VIII reveals that 56.9 percent of the students were of the opinion that they did understand what they were saying in class when speaking French compared to 31.2 percent who indicated that they did not. Those who answered "Undecided", 11.9 percent, may have been having comprehension problems as well. The fact that approximately one third of the students sampled felt that they were not sure of what they were saying when speaking should be cause for some concern for the teachers of the VIF course.

This question resulted in a large number of additional written comments from the students. One student stated, "I think French is very boring because I don't really understand what I'm saying." Reference to Appendix C reveals many other comments of similar nature.

Grade. A X^2 value of 12.2 is not statistically significant at the .01 level. A V value of .10 indicates a rather low level of association between grade and response which means that it was only slightly more probable for Grade VII students to answer affirmatively than it was for students in the two higher grades.

Achievement level. A X^2 value of 89.7 is statistically significant beyond the .01 level. A C value of .30 denotes that a strong relationship exists. A V value of .44 shows high association between the two classifications in the table which means that the high achievers tended to answer this question in the affirmative whereas the weak students were more apt to answer in the negative. Such results may have been expected. It seems reasonable to assume that good students would understand the meaning of what they were saying in French more readily than students who were weak in the subject.

It is of interest to note that the number of students who answered "Undecided" increased as achievement decreased. As was mentioned earlier, this may suggest that

a number of students in this category could have been having comprehension problems too.

Question 9: Should all Canadians know how to speak English?

According to Table IX most students, 72.8 percent, agreed that all Canadians should know how to speak English, but Question 1 revealed that only slightly more than one third of the respondents were of the opinion that all Canadians should speak French.

Grade. A X^2 value of 16.2 is statistically significant beyond the .01 level. A C value of .13 signifies that a low degree of relationship is present. A V value of .19 shows a moderate level of association between grade and response which means that the Grade VII's were more inclined to answer affirmatively than were the Grade IX's. It is not too clear why more of the Grade VII students felt that all Canadians should know how to speak English compared to second and third year students in the course. The results in Question 1 disclosed that Grade IX students were even more opposed to the idea of all Canadians knowing how to speak French than were students of Grade VII. It may be possible that the idea of compulsion to learn any second language is less appealing to older students. French is compulsory for junior high school students in the Province of Saskatchewan.

Achievement level. A X^2 value of 13.4 is statistically significant at the .01 level. A C value of .12 denotes that a weak level of relationship is present. A V value of .15 shows a moderate level of association between achievement level and response which means that low achievers were less likely to answer affirmatively than were higher achievers. The reason for these results may be that under-achievers in French are just as opposed to having English compulsory for people learning it as a second language as they are to having French compulsory for themselves.

Question 10: Do you feel that the French sentences you are learning will be useful in conversations in real life?

Table X shows that 48.6 percent of the respondents did feel that the French sentences they were learning would be useful to them compared to 31.8 percent who were not of this opinion. A rather large group, 19.5 percent, were not able to express an opinion for or against the question. If students feel that the material they are learning is not practical, efforts to bring about meaningful learning will not be too successful. Therefore, it is important that teachers have sentences in the second language that are appealing to their students and that such material be used effectively. It is without doubt that improper handling of the transposition phase of the VIF lesson would lead students to believe that the French sentences were of little use to them.

Grade. A X^2 value of 27.4 is statistically significant beyond the .01 level. A C value of .17 suggests that a moderate level of relationship exists. A V value of .21 denotes a moderate degree of association which means that the Grade VII's were more inclined to answer affirmatively to this question than were the respondents in the two higher grades. These figures appear to illustrate the greater optimism and positiveness of the Grade VII's toward the course.

Achievement level. A X^2 value of 18.6 is statistically significant beyond the .01 level. A C value of .14 reveals that low relationship exists. A V value of .18 represents a moderate level of association between the two classifications of the table. The figures seem to show that students who are not as successful in the language as they might be, are apparently less likely to see the practical application of the material they are learning.

Question 11: Are certain French Canadians trying to force other Canadians to learn French?

This question was included in the questionnaire to determine the attitude of the students toward people whose language is French. In Table XI one may note that 39.0 percent replied "Yes" compared to 26.7 percent who replied "No". The percentage who expressed no opinion on the question was large, 34.3 percent.

Grade. A X^2 value of 4.6 is not statistically significant. A V value of -.09 signifies low counter-association between grade and response.

Achievement level. A X^2 value of 6.2 is not statistically significant. A V value of .04 indicates that there is practically no association between achievement level and response.

Question 12: Do you want the teacher to explain the French grammar rules to you?

The audio-lingual approach to second language learning is based on an inductive approach to grammar. Question 12 was an attempt to obtain the feeling of students regarding this subject. The figures recorded in Table XII suggest that learners do want the teacher to explain the French grammar rules to them. There were 59.8 percent of the respondents who were for such explanations compared to 23.6 percent opposed.

Grade. A X^2 value of 8.2 is not statistically significant. A V value of .14 represents low association between the two classifications of the table.

Achievement level. A X^2 value of 9.4 is not statistically significant. A V value of .09 indicates a low level of association between achievement level and response.

Question 13: Would you take French if you didn't have to?

The written comments of the respondents to this question reveal that a number of students like French because it is an easy credit with little homework. It is difficult to say how many of the 41.0 percent of the students who answered affirmatively to this question would be interested in the language for its own sake. Reference to Table XIII indicates that 43.0 percent of the students would not take French if they had the choice.

Grade. A X^2 value of 11.7 is not statistically significant. A V value of -.01 denotes very low counter-association between grade and response.

Achievement level. A X^2 value of 52.9 is statistically significant beyond the .01 level. A C value of .23 suggests that a moderate level of relationship is present. A V value of .32 shows strong association between achievement level and response which means that high achievers were much more likely to answer affirmatively than were the low achievers. These results suggest that success in second language learning fosters interest and motivation which, in turn, leads to even better success.

Question 14: Would you prefer to start writing earlier in this course?

This item was included in the questionnaire because

in the VIF course writing is delayed until the second year in most cases. In an effort to remember the sentences, certain students make up their own version of the written language, and afterwards are faced with the problem of learning the proper script. A large percentage were expected to answer affirmatively to this question, but Table XIV shows that the responses are almost evenly divided between the "Yes" and "No" category, 43.1 and 41.3 percent respectively. The fact that one or two teachers did introduce writing from the beginning of the course will have influenced the responses of these students to some degree.

Grade. A X^2 value of 15.9 is statistically significant beyond the .01 level. A C value of .13 intimates that a weak relationship exists. A V value of -.14 denotes low counterassociation between grade and response which means that slightly more of the Grade IX's were likely to answer in the affirmative than were the students in Grade VII. The heavy oral emphasis of the VIF course may appeal more to beginning students than it does to those in their second or third year. Thus, a desire for additional variety by the more senior students may explain the results obtained.

Achievement level. A X^2 value of 6.8 is not statistically significant. A V value of .09 indicates a

low level of association between achievement level and response.

Question 15: Do your parents encourage you to learn French?

This question was asked in hopes of determining parental attitude toward French in the opinion of their children. Table XV indicates that 48.4 percent of the respondents answered "No" compared to 37.7 percent who were of the opposite opinion. Unfortunately, from these figures one is unable to distinguish between parents who are neutral and those who are hostile toward the study of the language. Many parents do not encourage their children in any subject area. However, this does not necessarily mean that they are opposed to education in general.

Grade. A X^2 value of 13.1 is not statistically significant at the .01 level. A V value of .14 signifies low association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were students in the two higher grades. According to the younger students, their parents had a greater interest in their study of the second language than did the parents of the second and third year students. The fact that French was a new subject to the Grade VII's may explain why their parents showed higher interest.

Achievement level. A X^2 value of 25.3 is

statistically significant beyond the .01 level. A C value of .16 shows that a moderate degree of relationship exists. A V value of .19 denotes a moderate level of association between the two classifications of the table which means that the students in the top third of their classes were more apt to answer in the affirmative than students in the bottom third. These results would seem to suggest that more successful students receive greater encouragement from their parents than do less successful students.

Question 16: Are the filmstrip pictures helpful for explaining the meaning of the sentences?

Since the filmstrip pictures play an important and essential role in the VIF lessons, certain questions were included in the questionnaire to ascertain the feeling of the students toward this aid. Table XVI reveals that 80.7 percent of the sample felt that the filmstrips were useful for explaining meaning compared to only 11.5 percent who disagreed with this view. One student wrote that the filmstrip pictures were helpful, but that the time devoted to the explanation of meaning was too short. It may be that teachers do not always exploit this tool sufficiently.

Grade. A X^2 value of 19.5 is statistically significant beyond the .01 level. A C value of .14 reveals that a weak relationship exists. A V value of .24 denotes a

moderate degree of association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were the two higher grades. An explanation for the above results may be that beginning students are probably much more dependent upon the filmstrip pictures than students who are more advanced in the language.

Achievement level. A X^2 value of 16.6 is statistically significant beyond the .01 level. A C value of .13 intimates that a low degree of relationship exists. A V value of .24 shows a moderate level of association between achievement level and response which means that the top achievers were more likely to answer affirmatively than were the low achievers. If students see little value in the filmstrips for conveying meaning, they will probably be less likely to achieve well since the pictures were intended primarily for this purpose.

Question 17: Would you like to visit Quebec on a holiday if you could?

The intent of this item was to learn of student attitude toward the French language and the people who speak it. Table XVII shows that 67.9 percent of the sample was in favor of visiting Quebec on a holiday compared to 20.1 percent opposed. Some students wrote that they would like to visit Quebec as long as someone paid their way.

Whether this can be interpreted as a favorable attitude is uncertain. Other students indicated that they would not be able to visit this province because they did not think they were fluent enough in French. Such comments would not likely be the result of unfavorable attitudes.

Grade. A X^2 value of 1.7 is not statistically significant. A V value of .02 reveals practically no association between the two classifications of the table.

Achievement level. A X^2 of 11.3 is not statistically significant at the .01 level. A V value of .14 represents a low degree of association between achievement level and response which means that high achievers were somewhat more likely to answer affirmatively than were lower achievers. High achievers would probably be more anxious to practice their newly acquired skills with native speakers of French than would the poorer performers.

Question 18: Do you get enough class time to practice your French on topics which differ from those in your lessons?

Item 18 was designed to inquire into the use made of the transposition phase of the lesson or the possibilities for the development of liberated dialogue in the second language. The figures of Table XVIII disclose that only 26.3 percent of the respondents felt that they did have enough class time to practice their French

conversation compared to 58.3 percent who held the opposite view. It should be pointed out here that most of the teachers indicated that they were not allowed sufficient time in the schedule to cover the course properly.

Grade. A X^2 value of 21.0 is statistically significant beyond the .01 level. A C value of .15 suggests that a moderate level of relationship is present. A V value of .20 denotes a moderate degree of association between grade and response which means that Grade IX students were more likely to answer negatively than were the Grade VII's. These results probably imply that, once the basic essentials have been mastered, considerably more time is needed for the more advanced students to practice the language.

Achievement level. A X^2 value of 4.0 is not statistically significant. A V value of -.07 signifies that there is a negligible degree of counterassociation between the two classifications of the table.

Question 19: Do your parents feel that studying French is a waste of time?

According to Table XIX, only 10.2 percent of the parents thought that the study of French was a waste of time, in the opinion of the students, compared to more than sixty-seven percent who did not feel this way.

Grade. A X^2 value of 9.8 is not statistically

significant at the .01 level. A V value of $-.06$ indicates a very low degree of counterassociation between grade and response.

Achievement level. A X^2 value of 15.5 is statistically significant beyond the .01 level. A C value of .13 denotes that a weak relationship exists. A V value of $-.14$ represents a low degree of counterassociation between achievement level and response which means that low achievers were somewhat more likely to answer negatively than were high achievers. The large proportion of "Undecided" responses for the lowest achievers, 30.0 percent, makes it difficult to interpret these results.

Question 20: Do you find that time passes quickly in your French class?

Twenty-nine percent of the respondents agreed that time passed quickly in their French class, as indicated in Table XX. Fifty-nine percent disagreed with this observation. Of course, these results do not necessarily mean that fault lies with the VIF course. The manner of presentation by the teachers would likely influence, to a large degree, the type of response given.

Grade. A X^2 value of 14.9 is statistically significant at the .01 level. A C value of .13 reveals that a weak relationship exists. A V value of .18 is indicative of a moderate level of association between grade and

response which means that the more advanced students were more likely to answer negatively than were first year students in the course. One reason for this situation is the likelihood that the novelty of a new subject had not worn off for the Grade VII students. It is also possible that as the course became more demanding and rigorous, the less serious minded students would have gradually lost interest.

Achievement level. A X^2 value of 12.9 is not statistically significant at the .01 level. A V value of .17 denotes a moderate level of association between achievement level and response which means that the better students were less likely to answer negatively than those who were less successful. Undoubtedly, the latter group was more easily bored by a course in which they did not excel, and accordingly, they found that time passed very slowly.

Question 21: Are you studying French because it may some day be useful in getting a good job?

The figures recorded in Table XXI show that nearly half of the students replied that they were studying French because of the practical value it held for them. Since French is a compulsory subject in the Province of Saskatchewan, the results for this question may not have the same significance that they might have if the subject were voluntary.

Grade. A X^2 value of 16.1 is statistically significant beyond the .01 level. A C value of .13 suggests that only a weak relationship is present. A V value of -.03 signifies very low counterassociation between the two classifications in the table.

Achievement level. A X^2 value of 17.4 is statistically significant beyond the .01 level. A C value of .14 indicates that a weak relationship exists. A V value of .15 denotes a moderate level of association between achievement level and response which means that the more successful students tended to answer affirmatively. Such students may answer in this manner because they are able to see the possibility of using French in some future position. Less successful students probably see little likelihood of this eventuality.

Question 22: Is it important to develop a good French pronunciation?

According to Table XXII, more than seventy percent of the sample agreed that the development of a good French pronunciation is important. That such a large majority of the students were of this opinion is encouraging since the success of an audio-lingual program would doubtlessly be undermined if most students disagreed with this principle.

Grade. A X^2 value of 9.0 is not statistically

significant at the .01 level. A V value of .13 shows only a low level of association between the two classifications of the table.

Achievement level. A X^2 value of 47.7 is statistically significant beyond the .01 level. A C value of .22 signifies that a moderate degree of relationship is present. A V value of .36 shows high association between achievement level and response. This means that the better students were much more likely to answer in the affirmative than were their less successful classmates. Such results are only logical since pronunciation is normally one of the factors tested when measuring achievement.

Question 23: Would you like more opportunities to speak French with other students in the class?

Affirmative responses to this question may be indicative of a positive attitude toward the language, at least to some extent. An examination of Table XXIII reveals that the affirmative and negative responses were practically the same, slightly less than forty percent. There is no doubt that among those who answered this question negatively are students who hold a negative attitude toward the language, but the written comments to this and other questions reveal other factors which may have caused students to answer in the negative. Students who say they would like to converse in French but feel

their knowledge of the language is inadequate, would not have answered this question in the affirmative. The same might be said of students who are further advanced in the language than are the average class members because they would be frustrated by the inability of the weak students to converse properly.

Grade. A X^2 value of 10.3 is not statistically significant at the .01 level. A V value of .04 denotes very low association between grade and response.

Achievement level. A X^2 value of 19.0 is statistically significant beyond the .01 level. A C value of .14 signifies that a weak relationship exists. A V value of .18 discloses a moderate level of association which means that the better performers were more likely to answer affirmatively than were the lower achievers. Once again this appears to point out the greater interest and enthusiasm that high achievers have for the second language. Their success builds up confidence for actual practice with the new skill.

Question 24: Does the word order in French sentences appear sensible or reasonable to you?

Like Question 12, this item is concerned with the student's grasp of grammar as it is presented in an audio-lingual course. The figures recorded in Table XXIV show that 39.9 percent of the subjects stated that they did not

see the rationale for the word order in French sentences compared to 29.6 percent of the opposite view. A rather large proportion of the sample, 30.5 percent, were unable to make an affirmative or negative decision about this question which may indicate that they did not grasp its intent properly.

Grade. A X^2 value of 54.0 is statistically significant beyond the .01 level. A C level of .24 suggests that a moderate level of relationship is present. A V value of .20 represents a moderate level of association which means that the Grade IX's were more likely to answer this item negatively than were the Grade VII's. While the figures presented are statistically significant, the large number of "Undecided" responses by the Grade VII's makes it difficult to draw any firm conclusions. However, the majority of the Grade IX students have indicated dissatisfaction with the handling of this part of the course. Whether their complaint was justified or not cannot be said.

Achievement level. A X^2 value of 3.1 is not statistically significant. A V value of .07 indicates low association between the classifications of the table.

Question 25: Would you like to continue improving your French after you leave school?

This is a question that was designed to inquire into the attitude of the students toward the language. It is

theoretical and for this reason may not have been too successful in determining the desired information. Table XXV shows that 28.8 percent of the students would like to continue improving their French after they leave school compared to 44.5 percent who indicated that they would not. It is likely that many of the respondents associate the improvement of their skill in the language with continued attendance in some type of class situation. Such an idea would no doubt be largely rejected by students of this age group.

Grade. A X^2 value of 13.3 is statistically significant at the .01 level. A C value of .12 shows that a weak relationship is present. A V value of .11 represents low association between grade and response which means that the Grade VII's were somewhat less likely to answer negatively than were the Grade IX's.

Achievement level. A X^2 value of 28.3 is statistically significant beyond the .01 level. A C value of .17 suggests that a moderate level of relationship is present. A V value of .23 signifies a moderate level of association between the two classifications of the table. This means that a greater number of the high achievers were in favor of continuing the improvement of their French after leaving school than were lower achievers. The success of these high achievers appears to have encouraged a more favorable

attitude toward the use of the French language.

Question 26: Do you feel that a French program of this nature is helping you develop a good French pronunciation?

Table XXVI reveals that the majority of the students, 55.9 percent, believed that they were developing a good pronunciation in the VIF course. One quarter of the respondents were not of this opinion. There may be various explanations for a negative response to this item. Quite a large number of students' written comments disclosed difficulty hearing the teacher or the tape recorder properly. Some indicated that the time for drill with the tape recorder was insufficient. Others felt that their classes were too large for them to have enough opportunity for practice. In addition, some students stated that they lacked confidence in their teachers' ability to speak the language.

Grade. A X^2 value of 20.0 is statistically significant beyond the .01 level. A C value of .15 reveals that a moderate level of relationship is present. A V value of .20 shows a moderate level of association between grade and response which means that a larger proportion of the Grade VII students tended to reply affirmatively than did the students in the two higher grades. The generally more positive attitude toward the VIF course by the first year students seems to be the only explanation for these results.

Achievement level. A X^2 value of 59.7 is statistically significant beyond the .01 level. A C value of .25 indicates that a strong relationship exists. A V value of .34 denotes a high degree of association between the two classifications of the table. This means that the high achieving students were much more likely to answer affirmatively than were their less successful counterparts. These results are very similar to those examined for Question 22 which was concerned with the importance of developing a good French pronunciation.

Question 27: Does the out-of-date style of dress in the filmstrips bother you?

The wording of this item implies that the style of dress in the filmstrips is out-of-date. The question was stated in these terms because during the development of the questionnaire some consultants felt that the films were considered out-of-date by many of the students with which they had come in contact. Nonetheless, consultation of Table XXVII shows that the majority of the respondents in this study, 55.5 percent, were not disturbed by the style of dress in the pictures. Students who stated that they were comprised 36.8 percent. Doubtlessly, some modernization of these materials would increase their appeal, but this is a costly process which might not be regarded favorably by the publisher nor by school boards faced with the replacement of present materials.

Grade. A X^2 value of 6.9 is not statistically significant. A V value of -.10 represents a low degree of counterassociation between grade and response.

Achievement level. A X^2 value of 5.2 is not statistically significant. A V value of -.09 denotes a low degree of counterassociation between the two classifications of the table.

Question 28: Do you become bored with any parts of the lesson?

Responses to this question would naturally be influenced greatly by the manner in which the teacher conducts the lessons. It is also possible that many students misinterpreted this question to mean: Do you become bored with any lesson? According to Table XXVIII, more than three quarters of the respondents, 77.7 percent, stated that they did become bored with some parts of the lesson. Only fifteen percent said that they did not. Some students revealed in their written observations that just waiting for the other members of the class to learn the sentences caused boredom, and suggested that the brighter learners be grouped together in order to allow them to proceed at a faster pace.

Grade. A X^2 value of 43.3 is statistically significant beyond the .01 level. A C value of .21 signifies that a moderate level of relationship is present. A V value of -.38 reveals a high degree of counterassociation between

grade and response which means that fewer Grade VII's were likely to answer affirmatively than Grade IX's. The increasing disenchantment of the more advanced students, or the fact that such learners tend to become more critical of presentation methods may account for this situation.

Achievement level. A X^2 value of 3.9 is not statistically significant. A V value of -.08 shows a low degree of counterassociation between achievement level and response.

Question 29: Is understanding and speaking French more important to you than reading and writing it?

Basic to the audio-lingual approach is the belief that the natural order be maintained in the learning of a second language. The figures in Table XXIX indicate that 64.6 percent of the students in this study believed that understanding and speaking French is more important than reading and writing it compared to only 18.4 percent who did not feel this way.

Grade. A X^2 value of 10.7 is not statistically significant at the .01 level. The V value of -.05 shows a very low degree of counterassociation between the two classifications of the table.

Achievement level. A X^2 value of 15.8 is statistically significant beyond the .01 level. A C value of .13

denotes that a weak level of relationship exists. A V value of .15 represents a moderate level of association between achievement level and response which means that a larger percentage of the more successful students tended to answer this question affirmatively compared to the weaker students. It is understandable that more of the brighter students would have answered in this manner because they were attaining more readily the initial goals of the audio-lingual approach.

Question 30: Does the time seem to drag when the members of the class are repeating the sentences after the tape recorder?

A certain amount of controversy has arisen over the habit formation methods employed with the audio-lingual approach in the learning of a second language. The use of Question 30 was an attempt to determine student reaction to these methods. Table XXX shows that 53.5 percent of the respondents thought time passed slowly when class members were repeating the sentences after the tape recorder compared to 37.2 percent who did not think so. Written comments on this item by the students were mostly concerned with the problem of individual differences. Several students stated that they became bored waiting for other members of the class to learn the material, and suggested some form of individual grouping be devised to speed up learning for those of higher ability.

Grade. A X^2 value of 13.0 is not statistically significant at the .01 level. A V value of -.16 denotes a moderate level of counterassociation between grade and response which means that Grade IX students were more likely to answer affirmatively than were those in the two lower grades. The fact that third year students in the VIF course found this phase of the lesson more boring may have been expected. It is surprising that a higher percentage of the sample did not feel this way because this phase of the lesson is not likely the most interesting for learners.

Achievement level. A X^2 value of 2.3 is not statistically significant. A V value of -.01 suggests that there is practically no counterassociation between achievement level and response.

Question 31: Is French too difficult for you to learn?

The figures of Table XXXI disclose that only 17.5 percent of the students believed that French was too difficult for them compared to 65.9 percent who did not think it was. One student wrote that French was easy if it was taught right. This seems to be the core of the problem, and reveals just how important the role of the teacher is. Some other students indicated that the subject matter was not challenging enough for them.

Grade. A X^2 value of 11.7 is not statistically

significant at the .01 level. A V value of $-.06$ reveals a very low degree of counterassociation between grade and response.

Achievement level. A X^2 value of 80.8 is statistically significant beyond the .01 level. A C value of .28 signifies that a strong relationship is present. A V value of $-.45$ indicates high counterassociation between the two classifications of the table which means that the high ability students were much more inclined to answer negatively than were the low ability students. The above results for achievement level are what might have been expected since few students would be likely to state that they found a subject difficult in which they performed well.

Question 32: Do you feel that there is sufficient variety and activities in the lessons of your French course?

According to the figures in Table XXXII the largest percentage of the students, 44.7 percent, were of the opinion that variety and activities were lacking in their VIF course compared to 36.5 percent who took the opposing view. Two factors which would possibly influence the responses made to this question are the imagination of the teachers involved and the time available for additional activities. The heavy teaching loads of some teachers as well as their lack of experience, in certain cases, would also work against a more ideal situation.

Grade. A X^2 value of 39.3 is statistically significant beyond the .01 level. A C value of .20 suggests that a moderate level of relationship exists. A V value of .27 shows a moderate level of association between grade and response which means that the Grade IX's were more inclined to answer negatively than were the Grade VII's. It appears that teachers of the students in the higher grades, in an effort to cover the material of the course, may tend to forget that variety is vital for maintaining student interest. The second and third year students of the course are also likely to be more critical and realistic about their learning situation than the first year students.

Achievement level. A X^2 value of 4.8 is not statistically significant. A V value of .07 represents a very low degree of association between the two classifications of the table.

Question 33: Do you find the learning of the taped sentences which accompany the filmstrips interesting?

Like Question 30, this item is concerned with the repetition phase of the VIF course and its effect on student interest. It is surprising that the affirmative and negative responses shown in Table XXXIII are almost evenly divided, 39.3 and 40.9 percent respectively. A larger percentage of the students would have been expected

to find the repetition phase of the lesson uninteresting.

Grade. A X^2 value of 41.4 is statistically significant beyond the .01 level. A C value of .21 indicates that a moderate level of relationship exists. A V value of .28 denotes a moderate degree of association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were the Grade IX's. An examination of the percentages by grade shows that the figures for Grade VII and those for Grade IX are almost reversed. Boredom with this part of the VIF lesson increased rapidly between these two grades. This growing disinterest is not surprising, especially if the more advanced students have been taught this phase of the lesson no differently than they were when first being introduced to the sounds of the new language. Students will be satisfied to repeat the sentences as long as they find it useful or interesting. The Grade VII's are learning new sounds, and thus, they are apt to find this part of the lesson interesting. The Grade IX's know the sounds, are familiar with the topic in the lesson, and seek to learn the meaning of what is being said. For them to have to repeat words they already know how to say appears to be a waste of time. Obviously, certain modifications need to be made in the repetition phase for the more advanced students. More manipulation of the structures for these learners is likely to be more valuable

than a lot of time spent on repetitive drill.

Achievement level. A X^2 value of 13.6 is statistically significant at the .01 level. A C value of .12 signifies that a weak relationship is present. A V value of .13 represents low association between achievement level and response which means that low achievers were more likely to answer negatively than were high achievers. Disinterest in a subject and low achievement appear to be related factors, according to these results.

Question 34: Do you hope to be able to speak French someday?

The effort second language learners devote to their task ought to be influenced considerably by the aspirations which they hold for themselves. Item 34 was an attempt to learn about the aspirations of the students in this study. Table XXXIV discloses that 62.8 percent of these students hope to be able to speak French at some future date. Only 18.2 percent of the respondents feel pessimistic about this possibility. It is somewhat strange to note that only 33.5 percent of these same students stated in Question 2 that they liked to speak French whenever they could. The realization that constant practice is necessary has not become apparent to many of these learners.

Grade. A X^2 value of 14.0 is statistically significant at the .01 level. A C value of .12 suggests that a

weak relationship is present. A V value of .09 denotes low association between the two classifications of the table which means that Grade VII students were more likely to answer affirmatively than were the Grade IX's. The more idealistic outlook of the first year students appears to be one reason for this situation.

Achievement level. A X^2 value of 46.4 is statistically significant beyond the .01 level. A C value of .22 shows that a moderate level of relationship exists. A V value of .33 denotes high association between achievement level and response which means that high ability students were more likely to answer affirmatively than students of lower ability. As would be expected, success in the course genders optimism for future use of the language.

Question 35: Is it a good idea to wait until your second year of study before beginning to read in French?

This question, concerning the prereading period, is simply a restatement of Question 4, and similar results were obtained. Table XXXV discloses that a larger proportion of the students, 44.3 percent, were of the opinion that reading should be delayed until the second year of study compared to 35.4 percent who were of the opposite opinion.

Grade. A X^2 value of 9.9 is not statistically

significant at the .01 level. A V value of .12 shows a low degree of association between grade and response.

Achievement level. A X^2 value of 10.9 is not statistically significant at the .01 level. A V value of .00 indicates absolutely no association between the two classifications of the table.

Question 36: Do you feel that learning French is actually a waste of time?

This question is probably as revealing as any in the questionnaire as to the basic attitudes of the students toward the French language. It is encouraging to note that in Table XXXVI nearly two thirds of the respondents did not feel that learning French was a waste of time. Only 19.7 percent indicated that study of the language was without value to them.

Grade. A X^2 value of 22.6 is statistically significant beyond the .01 level. A C value of .16 denotes that a moderate level of relationship is present. A V value of -.16 signifies a moderate level of counterassociation between grade and response which means that Grade VII's were more likely to answer negatively than were the Grade IX's. This again appears to demonstrate the more idealistic outlook of the Grade VII's compared to the students in the two higher grades.

Achievement level. A X^2 value of 55.1 is statistically significant beyond the .01 level. A C value of .24 shows that a moderate level of relationship exists. A V value of -.36 indicates strong counterassociation between the two classifications of the table. This means that the high ability students were much more likely to answer negatively than were their class members of lower ability. These results continue to reinforce the observation that success in the language has a positive effect on the general attitude toward it.

Question 37: Do you often fail to understand the meaning of the French sentences?

The figures recorded in Table XXXVII disclose a rather large proportion of affirmative responses to this question, 61.7 percent. It is rather disturbing to think that so many students indicated that they are having these difficulties with meaning. Reference to Question 6 shows that most of the students replied that they did understand the teachers' explanations in French. This may mean that the explanations given by the teachers are failing to clear up comprehension difficulties properly for the weaker students.

Grade. A X^2 value of 26.0 is statistically significant beyond the .01 level. A C value of .17 implies that a moderate level of relationship exists. A V value of -.01

denotes a very low degree of counterassociation between grade and response.

Achievement level. A X^2 value of 84.0 is statistically significant beyond the .01 level. A C value of .29 suggests that a strong relationship exists. A V value of -.43 denotes high counterassociation between achievement level and response which means that the high ability students were much less likely to answer affirmatively than were the students who achieved less well. The above results appear to point out the difficulties that slower students have with the comprehension of meaning, but they also indicate that quite a large number of the higher achievers are affected as well.

Question 38: Should the stories of your French course be about French-speaking people in Canada rather than about French-speaking people in France?

The written comment of one student, "I'd like to see the books and filmstrips made in Canada about Canadians," was supported by 46.0 percent of the students compared to 26.7 percent who did not. These figures are reported in Table XXXVIII.

Grade. A X^2 value of 20.1 is statistically significant beyond the .01 level. A C value of .15 indicates that a moderate level of relationship is present. A V value of -.18 represents a moderate level of counterassociation

between grade and response which means that fewer Grade VII's were likely to answer affirmatively than Grade IX's. This suggests that first year students are more prepared to accept the VIF course in its present format than are the second and third year students.

Achievement level. A X^2 value of 5.4 is not statistically significant. A V value of -.05 signifies a very low degree of counterassociation between achievement level and response.

Question 39: Is it difficult to understand why French sentences are constructed the way they are?

Table XXXIX discloses that 55.7 percent of the respondents replied that they found it difficult to understand why French sentences are constructed the way they are. Those who answered negatively constituted 30.2 percent of the sample. Responses to this question reveal that the logic of the French language, which may be most obvious to the teacher, is not easily perceived by the students. A deductive presentation of the grammar may be helpful for some students.

Grade. A X^2 value of 15.1 is statistically significant beyond the .01 level. A C value of .13 implies that a weak relationship is present. A V value of -.12 suggests low counterassociation between grade and response. This means that the Grade IX's were slightly more inclined to

answer affirmatively than were students in the two lower grades. The fact that the material covered by the more advanced students becomes more difficult may explain this situation. Another factor to be considered is the generally more negative outlook of the senior students toward the course.

Achievement level. A X^2 value of 4.4 is not statistically significant. A V value of -.08 shows low counterassociation between the two classifications of the table.

Question 40: Would you like to live in a community where French is spoken by most of the people?

Approximately two thirds of the students were opposed to the idea of living in a French-speaking community. Table XL shows that 67.4 percent of the students held this view compared to 16.2 percent who said that they favored such a possibility. To conclude that the students of this study held generally negative feelings toward French-speaking people on the basis of the above figures may be quite inaccurate. Responses to other questions on the questionnaire seem to bear this out. Written comments revealed that inability to speak the language properly was the reason for not wishing to practice French even though there might be opportunities to do so. Such feelings would likely influence the answers obtained for this question as well.

Grade. A X^2 value of 4.8 is not statistically significant. A V value of .07 suggests a low degree of association between grade and response.

Achievement level. A X^2 value of 9.5 is not statistically significant at the .01 level. A V value of .12 denotes a low level of association between the two classifications of the table which means that the low achievers were somewhat more likely to answer negatively than were the better students. That low achieving students would be against living in a community where they would be forced to use a skill in which they are not proficient is not surprising.

Question 41: Can you hear the sentences on the tapes clearly in class?

Consultation of Table XLI discloses that affirmative and negative responses to this question were almost the same, 44.7 and 46.0 percent respectively. That so many students experienced hearing difficulties is unfortunate. Such a situation could only result in decreased motivation to learn the language. In all schools Sony tape recorders were used, but there were only two teachers who made use of external speakers with their machines. The figures above suggest that in large classes, at least, better listening facilities are required than was the case in most of the classrooms visited during this study. The avoidance

of late generation tapes and the cleaning of recording heads could also be recommended.

Grade. A X^2 value of 10.2 is not statistically significant at the .01 level. A V value of .00 shows no association between grade and response.

Achievement level. A X^2 value of 3.2 is not statistically significant. A V value of .03 denotes a very low degree of association between the two classifications of the table.

Question 42: Do you think that the repetition of the taped sentences which accompany the filmstrips is useful?

Even though many students may be of the opinion that the repetition phase of the VIF course is monotonous, the majority of them believe that it is useful. The responses to Question 42, presented in Table XLII, show that 72.5 percent of the students were in agreement with this view compared to 14.0 percent who were not. It is fortunate that such a large percentage of the learners see the value of this type of activity since it is essential to an audio-lingual course like VIF.

Grade. A X^2 value of 23.1 is statistically significant beyond the .01 level. A C value of .16 signifies that a moderate level of relationship exists. A V value of .24 indicates a moderate level of association between

grade and response which means that the first year students were more likely to reply affirmatively than were the more advanced students. The increasing number of negative responses between Grade VII and Grade IX may be due to a generally more cynical attitude on the part of the older learner arising from the fact that he fails to see the usefulness of this activity once he has learned to say the sounds correctly. As was mentioned in the discussion of Question 33, when learners no longer feel that this exercise is interesting or useful, they will not wish to participate in it. Therefore, the nature of this phase of the VIF lesson will have to be changed if effective learning is to occur.

Achievement level. A X^2 value of 18.0 is statistically significant beyond the .01 level. A C value of .14 implies that a weak relationship exists. A V value of .20 represents a moderate level of association between the two classifications of the table. This means that the high achievers were more inclined to answer affirmatively than were the lower achievers. One of the reasons for the lack of success by the lower achievers is probably their failure to see the logic for some of the methodology in the VIF course. Failure to understand the usefulness of the repetition phase would no doubt lead to decreased proficiency in the language.

Question 43: Would you like to have more tests so that you would have a better idea of your progress in French?

This question was included in the questionnaire simply to obtain a general opinion from the students regarding the use of tests with the VIF course. Most teachers make provision for some type of informal test, often in every lesson. However, such tests do not always keep the students informed of their progress. The figures recorded in Table XLIII show that the largest proportion of the respondents, 65.1 percent, did not desire any more tests. Numerous students wrote that they were already overburdened with tests, but whether this is the actual case is not certain.

Grade. A X^2 value of 26.9 is statistically significant beyond the .01 level. A C value of .17 suggests that a moderate relationship is present. A V value of .24 represents a moderate level of association between grade and response which means that the Grade IX's were more likely to answer negatively than were the Grade VII's. The reason for such a distribution of responses may possibly be the greater apprehension which senior students have of testing, or they may indeed have a greater number of formal tests compared to their counterparts in the two lower grades.

Achievement level. A X^2 value of 3.3 is not

statistically significant. A V value of .08 intimates a low degree of association between achievement level and response.

Question 44: Do you think the teacher should write the French sentences on the board when you have learned to say them?

Table XLIV reveals that 59.6 percent of the students believed that the teacher should write the French sentences on the board after they had learned them compared to 26.3 percent who did not believe so. Two of the eight teachers whose students answered the questionnaire said that they did write the sentences on the board after presenting them to the class. This would have likely influenced responses to this question. Students' written comments indicated that they were largely in favor of having this done. Just how much this practice causes interference with proper pronunciation is debatable.

Grade. A X^2 value of 20.3 is statistically significant beyond the .01 level. A C value of .15 suggests that a moderate level of relationship is present. A V value of -.20 reveals a moderate level of counterassociation between grade and response which means that the Grade IX's were more probable to answer affirmatively than were the Grade VII's. It may be that the greater number of sentences and the increasing complexity of the material would influence the more advanced student to answer this question

in the affirmative.

Achievement level. A X^2 value of 2.3 is not statistically significant. A V value of .03 represents a very low degree of association between achievement level and response.

Question 45: Is one of the reasons for your study of French to allow you to meet and talk with French-speaking people?

Responses to this item show that the largest percentage of the students in this study held favorable attitudes toward French-speaking people. The results, presented in Table XLV, disclose that 48.7 percent of the respondents held this positive attitude compared to 31.0 percent who did not.

Grade. A X^2 value of 24.2 is statistically significant beyond the .01 level. A C value of .16 denotes that a moderate level of relationship is present. A V value of .19 represents a moderate level of association between grade and response. This means that the Grade VII's were more likely to answer affirmatively than were the Grade IX's. These results may suggest that prejudice tends to increase with age, or they may simply indicate that beginning students are more likely to have an idealistic point of view.

Achievement level. A X^2 value of 12.5 is not

statistically significant at the .01 level. A V value of .16 implies a moderate level of association between the two classifications of the table which means that the high achievers were more likely to answer affirmatively than were lower achievers. Students with higher skill communicating in French would be more apt to welcome opportunities for face to face contact with native speakers of the language.

Question 46: Would you say that this kind of course, with filmstrips and tapes, is a good one for students who wish to learn to speak French?

In spite of the number of criticisms and complaints described in the students' written comments, most of the respondents expressed a positive reaction toward it. The figures in Table XLVI show that 66.1 percent of the students felt that the VIF course was a good one for learning to speak French compared to 19.5 percent who did not believe so.

Grade. A X^2 value of 40.7 is statistically significant beyond the .01 level. A C value of .21 intimates that a moderate level of relationship exists. A V value of .29 indicates a moderate level of association between grade and response which means that the Grade VII's were more apt to answer affirmatively than were the students in the two higher grades. The fact that the VIF course was new to the Grade VII's probably accounts for their more positive

response to this question, and as has already been mentioned, the first year learners tend to be more idealistic as well.

Achievement level. A X^2 value of 8.0 is not statistically significant. A V value of .13 suggests a low degree of association between achievement level and response.

Question 47: Would you like more individual practice repeating French sentences after the tape recorder?

If students were strongly opposed to the repetition phase of the VIF lesson, they would have probably answered this question in the negative. However, reference to Table XLVII reveals that 44.3 percent of the students wanted additional repetition practice compared to 39.0 percent who did not. Large classes combined with a shortage of time are two factors which would likely have caused the students to answer this question in the affirmative.

Grade. A X^2 value of 2.2 is not statistically significant. A V value of .05 signifies a very low degree of association between grade and response.

Achievement level. A X^2 value of 5.0 is not statistically significant. A V value of .09 represents very low association between the two classifications of the table.

Question 48: Do you sometimes have class time to talk in French about the things which are of interest to you personally?

This question is very similar to Question 18, but with this item an even stronger reaction was obtained from the respondents. The figures recorded in Table XLVIII show that 71.8 percent of the students considered that they did not have opportunities to discuss in French things that were of interest to them personally. Only 19.9 percent of the sample replied in the affirmative. The feeling of the majority of the students was probably well expressed by one individual who wrote, "Personally, I feel the present French course is good for getting a feel of the language in an oral way, but we should have more conversations in class to improve our pronunciation and become more confident in speaking." Neglect of the transposition phase of the lesson is likely the reason for such comments.

Grade. A X^2 value of 8.8 is not statistically significant. A V value of .14 denotes a low degree of association between grade and response.

Achievement level. A X^2 value of 5.1 is not statistically significant. A V value of -.90 indicates a low degree of counterassociation between achievement level and response.

Question 49: Do you like the filmstrip pictures used in the French course?

Consultation of Table XLIX discloses that opinion was fairly evenly divided on this question, 39.5 percent of the students stating that they liked the filmstrip pictures compared to 36.3 percent responding negatively. Unfortunately, almost one quarter of the sample was without an opinion either for or against the question.

Grade. A X^2 value of 40.1 is statistically significant beyond the .01 level. A C value of .21 reveals that a moderate level of relationship is present. A V value of .28 represents a moderate level of association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were the Grade IX's. The greater acceptance of the filmstrip pictures by the first year students may have been expected since this aid would be a novelty for them. The second and third year learners would probably require greater variety in their lessons in order to maintain interest.

Achievement level. A X^2 value of 9.0 is not statistically significant. A V value of .11 suggests low association between the two classifications of the table.

Question 50: Do you think a knowledge of French will help you have a more sympathetic understanding or appreciation of French-speaking people?

The figures presented in Table L show that 45.0

percent of the students considered that study of French would give them a more sympathetic understanding of French-speaking people compared to 28.7 percent who believed that this would not be the case.

Grade. A X^2 value of 34.5 is statistically significant beyond the .01 level. A C value of .19 suggests that a moderate level of relationship exists. A V value of .23 denotes a moderate level of association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were the Grade IX's. Once again the more idealistic viewpoint of the Grade VII students appears to account for this situation.

Achievement level. A X^2 value of 10.4 is not statistically significant at the .01 level. A V value of .09 signifies low association between achievement level and response.

Question 51: Do you find that the filmstrip stories are interesting most of the time?

Table LI reveals that affirmative and negative responses to this question were practically the same, 43.3 and 43.4 percent respectively.

Grade. A X^2 value of 40.6 is statistically significant beyond the .01 level. A C value of .21 indicates that a moderate level of relationship is present. A V value of

.28 shows a moderate level of association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were the Grade IX's. The VIF course is a new one for the Grade VII students. This is likely one reason for their more positive attitude toward it. A few written comments referred to the childish nature of the filmstrip stories. Such a reaction would be more apt to come from the Grade IX's.

Achievement level. A X^2 value of 9.4 is not statistically significant at the .01 level. A V value of .13 represents a low degree of association between the two classifications of the table. This means that the high ability students were more likely to answer affirmatively than were lower ability students. These results demonstrate the positive relationship between interest in the course and achievement.

Question 52: When a new story is begun, do you find that you have forgotten the sentences you learned from the lessons before?

Some authorities in the field of second language learning believe that, when meaning is not clear for a learner, retention of memorized phrases is brief. This may describe the situation for the students of this study since the majority of them answered this question in the affirmative. Table LII shows that 58.9 percent of the sample said that they had retention difficulties compared

to 25.8 percent who did not think that they did. The results in Question 37 revealed that a large proportion of the students often failed to understand the meaning of the sentences. This being the case, it is not surprising that many learners were unable to remember the sentences from one lesson to the next.

Grade. A X^2 value of 8.1 is not statistically significant. A V value of -.02 reveals negligible counter-association between grade and response.

Achievement level. A X^2 value of 39.0 is statistically significant beyond the .01 level. A C value of .20 intimates that a moderate level of relationship is present. A V value of -.29 signifies high counterassociation between achievement level and response which means that high achievers were less likely to answer affirmatively than were lower achievers. These results could probably have been predicted.

Question 53: Do you think you will be able to speak French when you have finished high school?

This is a hypothetical question and because of this the number of "Undecided" responses is rather high. Table LIII shows that most respondents, 44.7 percent, thought that they would be able to speak French at the termination of their high school studies compared to 27.4 percent who were pessimistic about this idea.

Grade. A X^2 value of 52.2 is statistically significant beyond the .01 level. A C value of .23 signifies that a moderate level of relationship exists. A V value of .29 indicates a moderate level of association between grade and response which means that the Grade VII's were more likely to answer affirmatively than were the Grade IX's. The enthusiasm and optimism of the first year students is clearly evident in these results, however, a more pessimistic view seems to develop rapidly in the second and third year of the course.

Achievement level. A X^2 value of 69.1 is statistically significant beyond the .01 level. A C value of .27 suggests that a moderate level of relationship is present. A V value of .36 denotes high association between the two classifications of the table. This means that the high achievers were much more likely to answer affirmatively than were the lower achievers. These results suggest that poor performance in second language study leads to lower optimism for future ability as a speaker of that language.

Question 54: Would you like to have a regular textbook for French containing the sentences of the lessons and some exercises?

A fairly large proportion of the students indicated a preference for a textbook containing the sentences and some exercises. Table LIV shows that 70.8 percent of the respondents were in favor of this idea compared to 20.8

percent who were opposed. There are likely numerous reasons for students wanting a regular textbook. Tradition is probably one of the strongest. Nonetheless, for any students the number of days between classes would be a legitimate reason for such a desire. Students who have French for the first three days of the week followed by a four day period where no class time is devoted to the subject need some help for learning on their own. Library records are available, but the quantity is limited. In addition, problems created by absenteeism could possibly be alleviated by the provision of a textbook.

Grade. A X^2 value of 1.5 is not statistically significant. A V value of -.03 indicates a negligible degree of counterassociation between grade and response.

Achievement level. A X^2 value of 12.7 is not statistically significant at the .01 level. A V value of .15 represents a moderate level of association between achievement level and response which means that low achieving students were less likely to answer affirmatively than were higher achievers. The better achievers are usually more concerned about marks, and are probably more independent than their less successful counterparts. They therefore feel that they could benefit from a textbook to a greater extent.

Question 55: Would it be helpful in learning the French sentences that accompany the filmstrip pictures if you would write them in your exercise book?

The figures in Table LV reveal that most students, 62.7 percent, considered that writing the French sentences in their exercise books would be helpful. About one quarter of the sample, 24.1 percent, did not accept this concept. Contrary to the accepted methodology for the VIF course, some of the teachers stated that they had their students write the sentences in their exercise books shortly after the new material was introduced. This has probably influenced answers to this question to some degree.

Grade. A X^2 value of 5.9 is not statistically significant. A V value of -.08 denotes low counter-association between grade and response.

Achievement level. A X^2 value of 4.8 is not statistically significant. A V value of .09 suggests a low degree of association between the two classifications of the table.

Question 56: Do you want the teacher to explain in English the difficult words you don't understand?

The use of English for conveying meaning is not recommended in the VIF course, but the students of this study were heavily in favor of English being used to clear up comprehension problems. Table LVI reveals that 86.1 percent of the students favored the use of English for

this purpose compared to 9.4 percent who were not in favor. These results represent the strongest reaction of the respondents to any question on the questionnaire. While their solution to this problem may not be the right one at all times, the figures suggest that a large percentage of the students were having at least some difficulties understanding the meaning of the French sentences, and that better methods are needed to clarify meaning.

Grade. A X^2 value of 7.0 is not statistically significant. A V value of -.14 signifies low counter-association between grade and response.

Achievement level. A X^2 value of 7.3 is not statistically significant. A V value of -.10 indicates a low degree of counterassociation between achievement level and response.

Question 57: When you have learned the sentences of the lesson, can you usually see some grammar rule for the way the sentence is constructed?

The figures of Table LVII reveal that only 28.2 percent of the students believed that they could see some grammar rule for the way the sentence is constructed. More than half the sample, 52.4 percent, did not think they could perceive any rule.

Grade. A X^2 value of 43.4 is statistically

significant beyond the .01 level. A C value of .21 indicates that a moderate level of relationship exists. A V value of .21 denotes a moderate level of association between grade and response which means that the Grade IX's were more likely to answer negatively than were the Grade VII's. The reason for these results is not too clear. The more candid opinion of the Grade IX's may account for this in part, or it may possibly be due to the increased complexity of the French sentences at the higher grade levels.

Achievement level. A X^2 value of 21.6 is statistically significant beyond the .01 level. A C value of .15 signifies that a moderate level of relationship is present. A V value of .17 shows a moderate level of association between achievement level and response. This means that high achievers were more likely to answer affirmatively than were lower achievers. These results suggest that slow learners in the second language class cannot always be depended upon to intuitively grasp the rules of grammar.

II. ANALYSIS OF THE CLUSTERED ITEMS

Cluster 1: Student attitude toward the French language and French-speaking people

This group of items comprises Questions 5, 13, 21, 36, 45, and 50 of the questionnaire. Other questions in the instrument do relate to the same topic, but have not

been included because of the shades of meaning which they may carry or possible two fold interpretations that may have been given them. The items chosen for this cluster were included because they appear to have what Lamber (1959) refers to as an instrumental and an integrative orientation. This authority, who has done considerable research in the area of attitudes toward languages and their speakers, states that learners who have an instrumental orientation toward a language are motivated by the practical value that the language holds for them. Learners who are integratively oriented are characterized by their desire to learn more about the other cultural group with the aim of identifying with them.

The figures in Table LVIII show that the majority of the students in this study appeared to possess a favorable attitude toward the French language and those who speak it. Affirmative responses made up 52.6 percent of the sample compared to 29.4 percent who answered negatively.

Grade. A X^2 value of 64.3 is statistically significant beyond the .01 level. A C value of .11 indicates that a weak relationship exists. A V value of .11 denotes low association between grade and response which means that the Grade VII students were somewhat more inclined to answer affirmatively than were the Grade IX students. The analysis of the individual questions revealed that the

Grade VII's were generally more positive and idealistic in their attitudes toward both the French language and the VIF course. This appears to be the case with this cluster.

Achievement level. A X^2 value of 120.7 is statistically significant beyond the .01 level. A C value of .15 intimates that a moderate level of relationship is present. A V value of .20 represents a moderate level of association between the two classifications of the table. This means that high achieving students were more likely to answer affirmatively than were low achievers. These figures suggest that success in the second language is quite closely related to a positive attitude toward the language and those who speak it. This simply corroborates what has been found by researchers in the field of second language study.

Cluster 2: Comprehension of meaning

Questions grouped under this heading were numbers 6, 8, 37, 52 and 56. Table LIX reveals that 54.9 percent of the students considered that they encountered difficulties comprehending meaning compared to 34.1 percent who indicated that this was not a problem for them. This part of any language course is probably one of the more difficult to deal with successfully, and yet is most vital if learning is to proceed smoothly.

Grade. A X^2 value of 53.4 is statistically significant beyond the .01 level. A C value of .11 signifies that a weak relationship is present. A V value of -.06 suggests very low counterassociation between grade and response.

Achievement level. A X^2 value of 228.7 is statistically significant beyond the .01 level. A C value of .22 shows that a moderate level of relationship exists. A V value of -.31 represents high counterassociation between achievement level and response which means that high achievers were less likely to answer affirmatively than were the lower achievers. These figures suggest that problems related to meaning comprehension affect the slower students to a far greater extent than the bright learners.

Cluster 3: Difficulties with grammar

Items included in this cluster were Questions 12, 24, 39, and 57. Reference to Table LX suggests that there are problems associated with grammar for a fairly large percentage of the students. More than one half of the respondents felt this way compared to 27.9 percent who answered negatively.

Grade. A X^2 value of 58.8 is statistically significant beyond the .01 level. A C value of .13 implies

that a weak relationship exists. A V value of $-.10$ denotes low counterassociation between grade and response which means that the Grade VII's were somewhat less inclined to answer affirmatively than were the two higher grades. The usually more positive reaction of the Grade VII students throughout the questionnaire may partially explain the figures mentioned. However, the simplicity of the material in the first year of the course is probably another factor which needs to be considered.

Achievement level. A X^2 value of 14.6 is statistically significant at the .01 level. A C value of .06 indicates that a very weak relationship exists. A V value of $-.06$ denotes a low degree of counterassociation between achievement level and response.

Cluster 4: The preference for reading

Questions 4, 35, 44, and 54 made up this cluster. While the results for Questions 4 and 35 taken separately show that students generally favored a prereading period, Questions 44 and 54 appear to suggest that there was an overall desire to read the French sentences. This preference for reading is revealed by the figures in Table LXI where affirmative responses made up 51.3 percent compared to 34.4 percent which were negative. It may be possible that the desire for a text with the French sentences, or the wish to have the sentences written on the

board, arises to some degree from curiosity or simply lack of drive to learn the sentences without some crutch.

Grade. A X^2 value of 39.1 is statistically significant beyond the .01 level. A C value of .10 indicates that a weak relationship exists. A V value of -.12 signifies low counterassociation between grade and response which means that the Grade VII's were somewhat less likely to answer in the affirmative than were the two higher grades. These figures seem to imply that the first year students are more content with the prereading period than the second and third year students.

Achievement level. A X^2 value of 16.7 is statistically significant beyond the .01 level. A C value of .07 shows that a weak relationship is present. A V value of .05 represents low association between achievement level and response.

Cluster 5: The preference for writing

This cluster is made up of Questions 14 and 55. The figures of Table LXII indicate that there was a preference for writing the French sentences at an earlier stage. Clustered responses of this opinion comprised 52.8 percent compared to 32.7 percent of the opposing view.

Grade. A X^2 value of 18.5 is statistically significant beyond the .01 level. A C value of .10 suggests that

a weak relationship is present. A V value of $-.11$ denotes a low counterassociation between grade and response which means that the Grade VII's were somewhat less probable to answer affirmatively than were the two higher grades. These results imply that the preference for writing the French sentences was not as strong among the Grade VII students as it was for the more advanced students.

Achievement level. A X^2 value of 10.1 is not statistically significant at the .01 level. A V value of .09 reveals low association between achievement level and response.

Cluster 6: Time available for free conversation in French

Two items were included in this group, Questions 18 and 48. The figures recorded in Table LXIII reveal that the largest group of clustered responses, 65.1 percent, were negative compared to 23.1 percent that were affirmative. This means that the majority of the respondents were of the opinion that the time available for free conversation in French was insufficient.

Grade. A X^2 value of 25.3 is statistically significant beyond the .01 level. A C level of .12 implies that a moderate level of relationship exists. A V value of .17 denotes a moderate level of association between grade and response which means that the Grade IX's were more likely

to answer negatively than were the Grade VII's. These results would suggest that the teachers either did not give enough time for free conversations in the higher grades of the course, or they were unable to because not enough time was available. Of course, the second and third year students could have had the same amount of time as the first year students, but were simply not satisfied with it.

Achievement level. A X^2 value of 6.9 is not statistically significant. A V value of -.07 represents a low degree of counterassociation between the two classifications of the table.

Cluster 7: The usefulness of repetition

Questions 42 and 47 made up this cluster. Consultation of Table LXIV shows that 58.3 percent of the clustered responses were affirmative compared to 26.5 percent in the negative. The general feeling of the students was that the repetition phase of the VIF lesson was beneficial.

Grade. A X^2 value of 13.8 is statistically significant at the .01 level. A C value of .09 indicates that a weak relationship is present. A V value of .12 denotes a low association between grade and response which means that Grade VII students were somewhat more likely to

answer affirmatively than were the more senior students. This more positive stance for the first year students compared to the feeling of students in the two higher grades has been mentioned previously.

Achievement level. A X^2 value of 15.0 is statistically significant beyond the .01 level. A C value of .09 signifies that a weak relationship exists. A V value of .12 implies a low degree of association between achievement level and response which means that high achievers were more likely to answer affirmatively than were lower achievers. The fact that the better students were able to see the usefulness of the repetition phase in the VIF lesson probably accounts for these results.

Cluster 8: The boredom caused by repetition

Items which comprised this cluster were Questions 30 and 33. Reference to Table LXV reveals that the largest proportion of clustered responses, 47.2 percent, were affirmative compared to 38.3 percent which were negative. Although students believed that repetition was useful, most of them were of the opinion that interest lagged during this part of the lesson.

Grade. A X^2 value of 46.5 is statistically significant beyond the .01 level. A C value of .16 reveals that a moderate level of relationship exists. A V value of -.22

shows a moderate level of counterassociation between grade and response which means that the Grade IX's were more likely to answer affirmatively than were the Grade VII's. The fact that the Grade IX students had spent nearly three years in the course involved in this activity probably explains their reaction to this question.

Achievement level. A χ^2 value of 10.3 is not statistically significant at the .01 level. A V value of -.07 represents a low degree of counterassociation between achievement level and response.

III. ANALYSIS OF RESPONSES OF STUDENTS TAUGHT BY VIF- TRAINED TEACHERS COMPARED TO RESPONSES OF STUDENTS TAUGHT BY NON-VIF-TRAINED TEACHERS

In order to see if there was any significant difference between the responses of students taught by the VIF-trained teachers compared to responses of students taught by the non-VIF-trained teachers, comparisons were made on all the items of the questionnaire and the eight clustered items. Questions and clusters where statistically significant differences exist are discussed below. The figures are presented in table form in Appendix D.

Question 2: Do you like to speak French whenever you get a chance?

The figures in Table LXVI reveal a X^2 value of 13.2 which is statistically significant beyond the .01 level. A C value of .12 shows that a weak relationship exists. A V value of .21 represents a moderate level of association between teachers' training and response which means that students of VIF-trained teachers (1 in the table) were more likely to answer affirmatively than were students of non-VIF-trained teachers. These results may suggest that students of the VIF-trained teachers were more confident of their ability to converse in French because of the fact that their teachers had followed the prescribed methods for the VIF course.

Question 6: Can you usually understand the teacher's explanations in French of vocabulary difficulties?

Reference to Table LXVII indicates a X^2 value of 28.3 which is statistically significant beyond the .01 level. A C value of .17 implies that a moderate level of relationship is present. A V value of .25 denotes a moderate level of association between teachers' training and response which means that students of VIF-trained teachers were more likely to answer affirmatively than were students of non-VIF-trained teachers. It is possible that due to training the VIF-trained teachers were more successful in clarifying the vocabulary difficulties of

their students since the difference between the two groups is rather large.

Question 8: Do you usually understand the meaning of what you are saying in class when speaking French?

The figures in Table LXVIII disclose a χ^2 value of 16.6 which is statistically significant beyond the .01 level. A C value of .13 reveals that a weak relationship is present. A V value of .23 indicates a moderate level of association between teachers' training and response which means that students of the VIF-trained teachers were more apt to answer affirmatively than were students of the non-VIF-trained teachers. These results may indicate that, due to a better understanding of the VIF methods, the VIF-trained teachers were more capable of imparting to their students the ability to communicate in the second language with understanding.

Question 12: Do you want the teacher to explain the French grammar rules to you?

The χ^2 value of 11.4 in Table LXIX is statistically significant beyond the .01 level. A C value of .11 suggests that a weak relationship exists. A V value of -.16 denotes a moderate level of counterassociation between the two classifications of the table which means that students of non-VIF-trained teachers were more likely to answer affirmatively than were students of VIF-trained teachers. This may signify that students of non-VIF-trained

teachers were not as quick to grasp the rules of the language intuitively because their instructors had not been trained in the appropriate methodology for this course.

Question 16: Are the filmstrips helpful for explaining the meaning of the sentences?

In Table LXX the X^2 value of 19.2 is statistically significant beyond the .01 level. A C value of .14 indicates that a weak relationship is present. A V value of .30 intimates high association between teachers' training and response which means that students of VIF-trained teachers were more apt to respond affirmatively than were students of the non-VIF-trained teachers. Training in the method, once again, may explain the apparent greater success of the VIF-trained teachers at exploiting the filmstrip pictures to the advantage of their students.

Question 24: Does the word order in French sentences appear sensible or reasonable to you?

Consultation of Table LXXI shows a X^2 value of 21.5 which is statistically significant beyond the .01 level. A C value of .15 indicates that a moderate level of relationship exists. A V value of .09 represents low association between teachers' training and response which means that students of non-VIF-trained teachers were somewhat more likely to answer negatively than were students of VIF-trained teachers. These results are similar to those

examined in Question 12 and may suggest similar conclusions.

Question 32: Do you feel that there is sufficient variety and activities in the lessons of your French course?

Table LXXII discloses a X^2 value of 18.9 which is statistically significant beyond the .01 level. A C value of .14 reveals that a weak relationship exists. A V value of .11 indicates low association between teachers' training and response which means that students of non-VIF-trained teachers were slightly more apt to respond negatively than were students of VIF-trained teachers. Such results may indicate that VIF-trained teachers were more successful at introducing variety and activities into their lessons due to their training in the VIF methodology.

Question 33: Do you find the learning of the taped sentences which accompany the filmstrip interesting?

Reference to Table LXXIII reveals a X^2 value of 13.7 which is statistically significant beyond the .01 level. A C value of .12 shows that a low relationship exists. A V value of .17 denotes a moderate level of association between teachers' training and response which means that students of the non-VIF-trained teachers were more apt to respond negatively than were students of the VIF-trained teachers. The reason for the students of the non-VIF-trained teachers finding the learning of the taped sentences more uninteresting can only be explained by the manner in which their teachers dealt with this phase of the lesson.

Question 35: Is it a good idea to wait until your second year of study before beginning to read in French?

In Table LXXIV the X^2 value of 15.7 is statistically significant beyond the .01 level. A C value of .13 reveals that a weak relationship is present. A V value of .19 denotes a moderate level of association between teachers' training and response which means that students of VIF-trained teachers were more likely to answer affirmatively than were students of non-VIF-trained teachers. The figures in the table show that a majority of the students of VIF-trained teachers favored waiting until their second year of study before beginning to read in French, whereas the largest percentage of the students of non-VIF-trained teachers were opposed to this idea. That the latter group of students was less satisfied with the teachers' handling of the methodology and wished to begin reading at an earlier date may be possible.

Question 42: Do you think that the repetition of the taped sentences which accompany the filmstrips is useful?

Table LXXV discloses a X^2 value of 16.7 which is statistically significant beyond the .01 level. A C value of .13 signifies that a weak relationship exists. A V value of .26 represents a moderate level of association between teachers' training and response which means that students of VIF-trained teachers were more likely to answer affirmatively than were students of non-VIF-trained

teachers. The fact that more of the students of VIF-trained teachers thought that the repetition of the taped sentences was useful may possibly be due to the more skillful adaptation of the learned material to new situations by these teachers who were more familiar with the method.

Question 44: Do you think the teacher should write the French sentences on the board when you have learned to say them?

Table LXXVI indicates a X^2 value of 17.2 which is statistically significant beyond the .01 level. A C value of .14 shows that a weak relationship exists. A V value of -.26 suggests a moderate level of counterassociation between the two classifications of the table. This means that students of non-VIF-trained teachers were more likely to answer affirmatively than were students of VIF-trained teachers. As was indicated when discussing Question 35, the students of the non VIF-trained teachers may possibly wish to have the sentences written on the board because of the manner in which their teachers treated the lesson. That at least two of the non-VIF-trained teachers did write the French sentences on the board in the course of the lesson may partially explain the discrepancy in the responses for the two groups.

Question 49: Do you like the filmstrip pictures used in the French course?

Reference to Table LXXVII shows a X^2 value of 18.9

which is statistically significant beyond the .01 level. A C value of .14 reveals that a weak relationship is present. A V value of .15 represents a moderate level of association between teachers' training and response which means that students of non-VIF-trained teachers were more likely to answer negatively than were students of VIF-trained teachers. An examination of the percentages of Table LXXVII shows that the majority of the students of VIF-trained teachers liked the filmstrip pictures whereas the largest percentage of the students of the non-VIF-trained teachers did not. As was noted for Question 16, students of the VIF-trained teachers appreciated the filmstrip pictures to a greater extent, possibly, because these teachers were more successful using this aid in the lessons.

Question 51: Do you find that the filmstrip stories are interesting most of the time?

In Table LXXVIII the X^2 value of 18.4 is statistically significant beyond the .01 level. A C value of .14 suggests that a weak relationship exists. A V value of .21 shows a moderate level of association between teachers' training and response which means that students of non-VIF-trained teachers were more likely to answer negatively than were students of VIF-trained teachers. It is possible that more of the students of VIF-trained teachers found the filmstrip stories interesting most of the time

because they could more readily relate the sentences from the lesson to their own situation.. This may have been the result of having been taught by teachers familiar with the VIF method.

Question 53: Do you think you will be able to speak French when you have finished high school?

Consultation of Table LXXIX reveals a X^2 value of 13.2 which is statistically significant beyond the .01 level. A C value of .12 implies that a weak relationship exists. A V value of .20 denotes a moderate level of association between the two classifications of the table. This means that students of VIF-trained teachers were more likely to answer affirmatively than were students of non-VIF-trained teachers. The fact that a majority of the students of VIF-trained teachers felt that they would be able to speak French when they had finished high school may possibly be explained by the generally greater success with the VIF course enjoyed by those teachers trained in the method.

Question 56: Do you want the teacher to explain in English the difficult words you don't understand?

Reference to Table LXXX reveals a X^2 value of 18.2 which is statistically significant beyond the .01 level. A C value of .14 suggests that a weak relationship is present. A V value of -.39 denotes high counterassociation between teachers' training and response. This means that students of non-VIF-trained teachers were much more likely

to answer affirmatively than were students of VIF-trained teachers. The reason for a greater percentage of the students of non-VIF-trained teachers desiring explanations in English of the difficult words may be because the teachers of these students were not as successful at exploiting the materials which are provided in the course. A French course of this nature is not as straight forward as many others, and therefore, lack of training in the methodology could seriously handicap a teacher.

Cluster 2: Comprehension of meaning

The χ^2 value of 44.8 in Table LXXXI is statistically significant beyond the .01 level. A C value of .10 signifies that a weak relationship is present. A V value of -.18 represents a moderate level of counterassociation between teachers' training and response which means that students of non-VIF trained teachers were more likely to reply affirmatively than were students of VIF-trained teachers. These results imply that the comprehension of meaning presented a greater obstacle to more of the students of the non-VIF-trained teachers. As was stated earlier, the teachers' lack of training in the VIF methodology may explain why their students had problems understanding meaning in the French class.

Cluster 7: The usefulness of repetition

The figures of Table LXXXII indicate a χ^2 value of

15.6 which is statistically significant beyond the .01 level. A C value of .09 intimates that a weak relationship exists. A V value of .16 signifies a moderate level of association between the two classifications of the table which means that students of the VIF-trained teachers were more likely to reply affirmatively than were students of the non-VIF-trained teachers. In other words, a larger proportion of the students of the VIF-trained teachers were able to see the usefulness of repetition of the French sentences. This may possibly be due to the training of their teachers.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS, RECOMMENDATIONS FOR FURTHER RESEARCH

The objective of this study was to examine the general attitude of students toward the French language and French-speaking people, and the opinions of these learners of an audio-lingual French course. The subjects of this study were 917 Grade VII, VIII, and IX students enrolled with the Moose Jaw Public School Board of Education, who had met the criteria of beginning the VIF French course in Grade VII, and of having had no instruction in French prior to this grade. An instrument, designed to inquire into the areas in question, was developed, administered, and then analyzed to obtain the findings which are summarized below.

I. SUMMARY OF THE FINDINGS

Besides an examination of the overall reaction of the students, responses were broken down into two categories, grade and achievement level, to see what effect these divisions would have upon answers to the questions. With practically no exceptions, Grade VII students proved to be more positive toward the course, the language, and the speakers of the language than were students in the two higher grades. The second category, achievement level, revealed that high achievers generally held more positive

attitudes toward French and French-speaking people, and were somewhat more positive in their opinions about certain questions related to the course.

Attitude Toward French and French-Speaking People

The results of the questionnaire would suggest that most students held favorable attitudes toward the French language and French-speaking people even though many respondents were very negative and many others were undecided. Although the largest proportion of the students did not want to continue improving their French upon completion of high school, nor live in a French-speaking community, they felt that the study of French was worthwhile, that it was not too difficult, and that it could be a useful language for them in future years. As was mentioned previously, a greater percentage of the first year students and the high achievers had this positive outlook. However, even among the third year students, more than sixty percent of them considered that the study of French was of value.

Opinion of the VIF Course

For the most part, students' written comments, which appear in Appendix C, are highly critical of the learning process. Certain observations reflect dissatisfaction with the course, whereas other criticisms are directed toward the teachers. There is then the problem of distinguishing between these two, and deciding whether these remarks are

a result of attitude toward the course or the teacher. Question 46, however, was perhaps more revealing of the overall feeling toward the course. This item showed that almost two thirds of the sample thought that the VIF course was a good one for people wishing to learn French. That the majority of the students held this view is indeed quite remarkable since most of them believed that time passed slowly in their French classes, that they became bored with some parts of the lesson, and that variety and additional classroom activities were lacking in the course. This approach to learning French was more widely accepted by the Grade VII students than by those in the two higher grades. The greater acceptance of the course by the first year students may well have been influenced by factors such as their age, the fact that the subject was a new one, and that it required little or no homework. High ability learners were more positive in their opinion about some aspects of the course. It must be remembered that this positive opinion of the VIF course must be interpreted in the light of the fact that the junior high school students of this sample had had no previous experience with any other French course.

A large proportion of the students considered the filmstrip pictures to be useful for explaining meaning even though they were not as a group too happy with the pictures or the stories. The lack of clarity of the tapes

appeared to present problems to many, and received strong criticism.

Comprehension of Meaning

While slightly more than one half of the students believed that they usually understood their teachers' explanations in French of vocabulary difficulties, and thought that they usually understood the meaning of what they said in French, many respondents obviously were having other problems with the comprehension of meaning. The fact that approximately sixty percent of the students believed that they often failed to understand the meaning of the French sentences, and that about the same proportion had difficulty remembering the material of the previous lesson is an indication of certain imperfections in the learning process. The use of English to clear up difficulties in meaning was overwhelmingly advocated by the students as a remedy for this situation. While this is not likely the complete solution, there may be room for greater compromise in this respect by some teachers.

As would be expected, slow learners found the comprehension of meaning to be a much greater problem than did their brighter class members. Grade IX students were also of the opinion that this area presented an obstacle to their progress.

Grammar

The majority of the students in this sample apparently had not attained intuitively a clear understanding of the basic structures which were being presented to them, although it may have been too early in their study of the language for such understanding to have crystalized properly.

Repetition

The students, for the most part, felt that time dragged during the repetition phase of the lesson, but they considered that this activity was useful. Most of them did not think that repeating the sentences after the tape was interesting, but they did want additional practice which is indicative of a positive outlook toward repetition. Nevertheless, other means of achieving the same end should be investigated, because after the sounds of the language have been mastered to a greater or lesser degree, the students rapidly become less interested in repeating phrases, and as a result, fail to see the usefulness of this part of the lesson. Apparently, as long as students are able to see the usefulness of repetition, further learning can be expected. However, increasing familiarity with the lesson material and topic reduces the need for as much repetitive drill in the higher grades.

Reading and Writing

A minority of the respondents, about forty percent, wished to have reading and writing introduced at an earlier stage in the VIF course despite the fact that some of the teachers had given them the written material of the lesson shortly after presenting it for the first time. Nevertheless, sixty percent of the respondents thought that the teacher should write the French sentences on the board after they had learned to say them, and an even larger percentage wanted a textbook with the sentences of the lessons and some exercises.

Time Provided for Free Conversation in French

Most of the students were of the opinion that they were not given sufficient opportunities to speak French in class or to talk about the things which were of personal interest to them. The Grade VII's were more content with their lot on this point than were the Grade IX's or the high achievers. It is obvious that the most important part of the VIF lesson, the transposition phase, was being neglected by some of the teachers. The application of the material learned in the lesson in the real life situation of the students should be the culmination of every unit covered. It is not surprising that the students felt dissatisfied when little or no time was devoted to real communication.

Aspirations to Speak French

More than sixty percent of the respondents hoped to be able to speak French at some future date, but only forty-five percent of them thought that they would be able to do so by the time they had finished high school. The greatest optimism was among the Grade VII's and the high achievers.

Teachers' Training

From the analysis of responses of students taught by VIF-trained teachers compared to those of students taught by non-VIF-trained teachers, it appeared that the former group of learners held more favorable attitudes toward the French language and its speakers, and more positive opinions of the course than did the other group. However, it should be pointed out that certain factors make this a dubious comparison.

The Grade VII's comprised forty percent of the students of VIF-trained teachers, whereas the Grade IX's made up only twenty percent. The students taught by non-VIF-trained teachers were thirty-five percent Grade VII's and thirty-five percent Grade IX's. These percentages show that since the Grade VII's comprised the largest group of students taught by the VIF-trained teachers, and since Grade VII students tended to be more positive and idealistic in their opinions and attitudes

than the Grade IX students, the differences between the two groups based on the training of their teachers may not be as great as first suspected.

II. CONCLUSIONS AND IMPLICATIONS

On the basis of the findings of this study, the following conclusions and implications may be stated.

1. Many factors prevent students from attaining their potential in a second language, and one of the most influential is negative attitudes toward the language under study and the native speakers of that language. This means that every effort to create these positive attitudes must be made.

2. A foreign language course, which is well received by the students, is much more likely to promote interest and enthusiasm for the language. However, such courses are effective only in the hands of skilled, imaginative teachers. Therefore, it is imperative that teachers be highly trained in the methodology of these courses. The influence of the French teacher has proved to be one of the most important factors, and perhaps the most important factor, affecting the learning of the second language.

3. The results of this study have shown that the younger learners have a more positive and idealistic viewpoint of both the VIF course and the language than older students have. Accordingly, it may be advisable to begin

the study of French at an even lower grade level, and not to have this subject compulsory beyond Grade VII in the Province of Saskatchewan.

4. The inability to hear the tapes properly has undoubtedly created problems associated with pronunciation, comprehension of meaning, and motivation. The proper use and maintenance of good equipment and materials would go a long way toward alleviating these difficulties.

5. Meaning is not being conveyed clearly to many students, particularly to those of lower ability. A re-evaluation of methods used by teachers for this purpose is necessary, and corrective measures need to be undertaken.

6. Not all learners intuitively grasp the grammar of the material being presented in the lessons. The use of the deductive method, therefore, may be advisable for some students in certain situations.

7. Grade IX students, and to a lesser extent the Grade VIII's, had a greater preference for reading and writing the French sentences than did the Grade VII's. It might be worthwhile, after the first year of the course, to reduce the time lag between the presentation of new material and the reading and writing of it.

8. The manner in which the VIF course is presented to the students of this sample showed that variety, supplementary activities, and time for conversation is lacking, particularly for the more senior students. More

attention needs to be devoted to this area of the course, class enrollment will have to be limited, and sufficient time in the schedule must be allotted to the French course.

III. RECOMMENDATIONS FOR FURTHER RESEARCH

Some recommendations arising from this study are suggested below.

1. This inquiry was conducted in an area where French is a compulsory subject for all junior high school students. A similar study in a school system having both students who were required to take French, and other students who elected the subject on a voluntary basis would allow for a comparison of opinions between these two groups which should yield valuable additional information.

2. The conclusions of this research were based on data obtained from a questionnaire administered to junior high school students. An investigation, which included students in the senior high school grades, would provide a more complete survey, especially if greater attention were given to the differences at the various grade levels.

3. A questionnaire of the sort used in this study does not usually procure completely satisfactory responses on any topic. If interviews were combined with a questionnaire, more light would be shed on many questions which otherwise remain only partially answered.

4. A comparative study of student opinion involving

two or more distinct second language courses could provide additional information to those whose task it is to select specific courses of study.

B I B L I O G R A P H Y

BIBLIOGRAPHY

- Ausubel, David P. "Adults vs Children in Second Language Learning: Psychological Considerations," The Modern Language Journal, 48(1964):420-424.
- Bamberger, Fred H. "What About the Student's Point of View?" The Modern Language Journal, 39(1955):240-242.
- Bartley, Diana E. "The Importance of the Attitude Factor in Language Dropout: A Preliminary Investigation of Group and Sex Differences," Foreign Language Annals, 3(1970):383-393.
- Bazan, Beverly Moen. "The Danger of Assumption Without Proof," The Modern Language Journal, 48(1964):337-346.
- Belasco, Simon. "Nucleation and the Audio-Lingual Approach," The Modern Language Journal, 49(1965):482-491.
- Boucher, John G. "Discourse on Methods," Foreign Language News and Views in New Hampshire, 12(1966):12-15.
- Brooks, Nelson. "Language Learning: The New Approach," Phi Delta Kappan, 47(1966):359.
- Brosseau, John Francis. "Factors Influencing Second Language Learning." Unpublished Master's thesis, University of Alberta, Edmonton, 1965.
- Brown, Margaret J. "A FLES Research and Experimental Project," Hispania, 48(1965):890.
- Carroll, John B. "What Does the Pennsylvania Foreign Language Research Project Tell Us," Foreign Language Annals, 3(1969):214-236.
- _____. "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages," The Modern Language Journal, 49(1965):273-281.
- _____. "Research on Teaching Foreign Languages," in Handbook of Research on Training, edited by N. L. Gage. Chicago: Rand McNally and Company, 1963.
- Chastain, Kenneth D. and Frank J. Woerdehoff. "A Methodological Study Comparing the Audio-Lingual Habit Theory and the Cognitive Code-Learning Theory," The Modern Language Journal, 52(1968):268-279.

- Chomsky, Noam. "Linguistic Theory," Northeast Conference on the Teaching of Foreign Languages. Menasha, Wisconsin: George Banta Company, 1966. pp. 43-49.
- Donoghue, Mildred. Foreign Languages and the Schools: A Book of Readings. Dubuque, Iowa: Wm. C. Brown, 1967.
- _____. Foreign Language and the Elementary School Child. Dubuque, Iowa: Wm. C. Brown, 1968.
- Feenstra, Henry John. "Aptitude, Attitudes, and Motivation in Second Language Acquisition." Unpublished Doctoral thesis, University of Western Ontario, London, 1967.
- Fisk, Sherrill. "What Goals for FLES?" Hispania, 52(1969): 64-69.
- Ford, Thomas R. "Social Factors Affecting Academic Performance," The School Review, 65(1957):415-422.
- Gardner, R. C. "Motivational Variables in Second Language Acquisition." Unpublished Doctoral thesis, McGill University, Montreal, 1960.
- Goodman, Leo A. and W. H. Kruskal. "Measures of Association for Cross Classifications," Journal of the American Statistical Association, 49(1954):732-764.
- Grittner, Frank M. Teaching Foreign Languages. New York: Harper and Row, 1969.
- _____. "A Critical Re-Examination of Methods and Materials," The Modern Language Journal, 53(1969): 467-477.
- Howe, Michael J. A., Roberta Gordon, and Lyndell S. Willman. "Motivational Factors in Learning a Foreign Language," The Peabody Journal of Education, 47(1969): 26-31.
- Huebener, Theodore. "The New Key is Now Off-Key!" The Modern Language Journal, 47(1963):375-377.
- Jakobovits, Leon A. "Research Findings and Foreign Language Requirements in Colleges and Universities," Foreign Language Annals, 2(1969):436-456.
- Kaulfers, Walter V. "Earmarks of a Good Foreign Language Program," High Points, 37(1955):11-31.

- Lambert, Wallace E. "Psychological Approaches to the Study of Language," The Modern Language Journal, 47(1963):114-121.
- Lipton, Gladys C. "To Read or Not to Read: An Experiment on the FLES Level," Foreign Language Annals, 3(1969): 241-246.
- Mirsky, Jerome G. "Lagging Interest," FLES Panel -- AATSP. (Dec., 1967), pp. 1-11.
- Mueller, Theodore H. and Ralph R. Leutenegger. "Some Inferences About an Intensified Oral Approach to the Teaching of French Based on a Study of Course Dropouts," The Modern Language Journal, 48(1964):91-94.
- Pimsleur, Paul, D. M. Sundland, and Ruth D. McIntyre. "Underachievement in Foreign Language Learning," International Review of Applied Linguistics, 2(1964): 113-150.
- Politzer, Robert L. "An Investigation of the Order of Presentation of Foreign Language Grammar Drills in Relation to Their Explanation." Stanford: A Research Report, Project No. 5 - 1096, U.S. Office of Education, September, 1967.
- Reinert, Harry. "Student Attitudes Toward Foreign Language - No Sale!" The Modern Language Journal, 54(1970):107-112.
- Renard, Colette, and Charles Henry Heinle. Implementing Voix et Images de France in American Schools and Colleges: Part I. Philadelphia: Chilton Books, 1969.
- Rice, Joseph P. and George Banks. "Opinions of Gifted Students Regarding Secondary School Programs," Exceptional Children, 34(1967):269-273.
- Rivers, Wilga M. Teaching Foreign-Language Skills. Chicago: The University of Chicago Press, 1969.
- Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.
- Spolsky, Bernard. "A Psycholinguistic Critique of Programmed Foreign Language Instruction," International Review of Applied Linguistics, 4(1966):119-129.

Stern, H. H. "A Foreign Language in the Primary School?"
Paper read at the International Conference on Modern
Foreign Language Teaching, West Berlin, 1964.

Trump, Lloyd J. Quoted in "What's Wrong with the High
Schools?" Newsweek, 75(February 16, 1970):65-69.

Wardhaugh, Ronald. "Some Current Problems in Second-
Language Teaching," Language Learning, 17(1967):21-26.

A P P E N D I X A

PILOT STUDY QUESTIONNAIRE

PILOT STUDY QUESTIONNAIRE

We are asking you to answer some questions about the French course you are taking and how you feel about French in general. Since this is simply to find out your opinions, there are no right or wrong answers. Please try to answer as honestly as possible. What you say will not affect your mark or credit in your course. Do not give your name.

Please check the most suitable answer. There are some questions where you are asked to explain your answer. You may do this right under the question. However, feel free to make comments on any of the questions since a "Yes - No" response may seem inadequate. Thank you for your cooperation.

-
- | | |
|---|---|
| 1. Should all Canadians know how to speak French? | Yes _____
Undecided ____
No _____ |
| 2. Do you like to speak French whenever you get a chance? | Yes _____
Undecided ____
No _____ |
| 3. Will you try to use French as much as possible when you have finished school? | Yes _____
Undecided ____
No _____ |
| 4. Would you prefer to start learning reading at the beginning of your French course? | Yes _____
Undecided ____
No _____ |
| 5. Do you believe French is a useful language in today's world? | Yes _____
Undecided ____
No _____ |
| 6. Can you usually understand the teacher's explanations in French of vocabulary difficulties? | Yes _____
Undecided ____
No _____ |
| 7. Do you think French should be studied by everybody from Grade VII to Grade XII? (Please explain your answer briefly) | Yes _____
Undecided ____
No _____ |
| 8. Do you usually understand the meaning of what you are saying in class when speaking French? | Yes _____
Undecided ____
No _____ |

9. Do you think Canada should forget its French background and become an English-speaking country from coast to coast? Yes _____
Undecided _____
No _____
10. Do you feel that the French sentences you are learning will be useful in conversations in real life? Yes _____
Undecided _____
No _____
11. Are French Canadians trying to force other Canadians to learn French? Yes _____
Undecided _____
No _____
12. Do you want the teacher to explain the French grammar rules to you? Yes _____
Undecided _____
No _____
13. Would you take French if you didn't have to? Yes _____
Undecided _____
No _____
14. Would you prefer to start writing earlier in this course? Yes _____
Undecided _____
No _____
15. Do your parents encourage you to learn French? Yes _____
Undecided _____
No _____
16. Are the filmstrip pictures helpful for explaining the meaning of the sentences? Yes _____
Undecided _____
No _____
17. Are your parents enthusiastic about your study of French? Yes _____
Undecided _____
No _____
18. Do you get enough class time to practise your French on topics which differ from those in your lessons? Yes _____
Undecided _____
No _____
19. Do your parents feel that studying French is a waste of time? (Please explain your answer briefly). Yes _____
Undecided _____
No _____
20. Do you find that time passes quickly in your French class? Yes _____
Undecided _____
No _____

21. Are you studying French because it may someday be useful in getting a good job? Yes _____
Undecided _____
No _____
22. Is it important to develop a good French pronunciation? Yes _____
Undecided _____
No _____
23. Would you like more opportunities to speak French in class? Yes _____
Undecided _____
No _____
24. Do you see any logic or sense for the word order in French sentences? Yes _____
Undecided _____
No _____
25. Would you like to continue improving your French after you leave school? Yes _____
Undecided _____
No _____
26. Do you feel that you are developing a good French pronunciation in this course? Yes _____
Undecided _____
No _____
27. Does the out-of-date style of dress in the filmstrips bother you? Yes _____
Undecided _____
No _____
28. Do you become bored with any parts of the lesson? (Please explain your answer briefly) Yes _____
Undecided _____
No _____
29. Do you enjoy repeating the French sentences after the tapes? Yes _____
Undecided _____
No _____
30. Does the time seem to drag when the members of the class are repeating the sentences on the tapes that accompany the filmstrips? Yes _____
Undecided _____
No _____
31. Is French too difficult for you to learn? Yes _____
Undecided _____
No _____
32. Do you feel that there is sufficient variety and activities in the lessons of your French course? Yes _____
Undecided _____
No _____
33. Do you find the learning of the taped sentences which accompany the filmstrips is interesting? Yes _____
Undecided _____
No _____

34. Is it a good idea to wait until your second year of study before beginning to read in French? Yes _____
Undecided _____
No _____
35. Do you feel that learning French is actually a waste of time? (Please explain your answer briefly) Yes _____
Undecided _____
No _____
36. Do you feel frustrated because you fail to understand the meaning of the French sentences? (Please explain your answer briefly) Yes _____
Undecided _____
No _____
37. Do you find it difficult to understand why French sentences are constructed the way they are? Yes _____
Undecided _____
No _____
38. Would you like to live in a community where French is spoken by most of the people? Yes _____
Undecided _____
No _____
39. Can you hear the sentences on the tapes clearly in class? Yes _____
Undecided _____
No _____
40. Do you think that the repetition of the taped sentences which accompany the filmstrips are useful? Yes _____
Undecided _____
No _____
41. Do you think the teacher should write the French sentences on the board when you have learned to say them? Yes _____
Undecided _____
No _____
42. Is one of the reasons for your study of French to allow you to meet and talk with French-speaking people? Yes _____
Undecided _____
No _____
43. Would you say that this kind of course, with filmstrips and tapes, is a good one for students who wish to learn to speak French? Yes _____
Undecided _____
No _____
44. Would you like more individual practice repeating the taped sentences which accompany the filmstrips? Yes _____
Undecided _____
No _____
45. Do you occasionally have class time to talk in French about the things which are of interest to you personally? Yes _____
Undecided _____
No _____

46. Does the ability to speak French show that a person is well educated? Yes _____
Undecided _____
No _____
47. Do you like the filmstrip pictures used in this French course? (Please explain your answer briefly) Yes _____
Undecided _____
No _____
48. Do you think a knowledge of French will help you have a more sympathetic understanding or appreciation of French-speaking people? Yes _____
Undecided _____
No _____
49. Do you find that the filmstrip stories are interesting? Yes _____
Undecided _____
No _____
50. When a new story is begun, do you find that you have forgotten the sentences you learned from the lesson before? Yes _____
Undecided _____
No _____
51. Would you like to have a regular textbook for French containing the sentences of the lessons and some exercises? Yes _____
Undecided _____
No _____
52. Would it be helpful in learning the French sentences that accompany the filmstrip pictures if you could write them in your exercise book? Yes _____
Undecided _____
No _____
53. Do you want the teacher to explain in English the words you don't understand? Yes _____
Undecided _____
No _____
54. When you have learned the sentences of the lesson can you usually see the pattern for the way the sentence is constructed? Yes _____
Undecided _____
No _____

Additional comments:

A P P E N D I X B

VIF QUESTIONNAIRE

VIF QUESTIONNAIRE

We are asking you to answer some questions about the French course you are taking and how you feel about French in general. Since this is simply to find out your opinions, there are no right or wrong answers. Please try to answer as honestly as possible. What you say will not affect your mark or credit in this course. Do not give your name.

There are three possible answers for each questions: YES - UNDECIDED - NO. After reading the question, place your answer on the separate answer sheet. Since the above response may seem inadequate, you may wish to write a more complete answer. You may do this on the questionnaire paper right under the question. There is additional space for comments at the end of the questionnaire.

1. Should all Canadians know how to speak French?
2. Do you like to speak French whenever you get a chance?
3. Do you like French more than other subjects?
4. Would you prefer to start learning reading at the beginning of your French course?
5. Do you believe French is a useful language in today's world?
6. Can you usually understand the teacher's explanations in French of vocabulary difficulties?
7. Do you think French should be studied by everybody from Grade VII to Grade XII?
8. Do you usually understand the meaning of what you are saying in class when speaking French?
9. Should all Canadians know how to speak English?
10. Do you feel that the French sentences you are learning will be useful in conversations in real life?
11. Are certain French Canadians trying to force other Canadians to learn French?
12. Do you want the teacher to explain the French grammar rules to you?
13. Would you take French if you didn't have to?

14. Would you prefer to start writing earlier in this course?
15. Do your parents encourage you to learn French?
16. Are the filmstrip pictures helpful for explaining the meaning of the sentences?
17. Would you like to visit Quebec on a holiday if you could?
18. Do you get enough class time to practise your French on topics which differ from those in your lessons?
19. Do your parents feel that studying French is a waste of time?
20. Do you find that time passes quickly in your French class?
21. Are you studying French because it may someday be useful in getting a good job?
22. Is it important to develop a good French pronunciation?
23. Would you like more opportunities to speak French with other students in class?
24. Does the word order in French sentences appear sensible or reasonable to you?
25. Would you like to continue improving your French after you leave school?
26. Do you feel that a French program of this nature is helping you develop a good French pronunciation?
27. Does the out-of-date style of dress in the filmstrip bother you?
28. Do you become bored with any parts of the lesson?
29. Is understanding and speaking French more important to you than reading and writing it?
30. Does the time seem to drag when the members of the class are repeating the sentences after the tape recorder?
31. Is French too difficult for you to learn?
32. Do you feel that there is sufficient variety and activities in the lessons of your French course.
33. Do you find the learning of the taped sentences which accompany the filmstrips interesting?

34. Do you hope to be able to speak French someday?
35. Is it a good idea to wait until your second year of study before beginning to read in French?
36. Do you feel that learning French is actually a waste of time?
37. Do you often fail to understand the meaning of the French sentences?
38. Should the stories of your French course be about French-speaking people in Canada rather than about French-speaking people in France?
39. Is it difficult to understand why French sentences are constructed the way they are?
40. Would you like to live in a community where French is spoken by most of the people?
41. Can you hear the sentences on the tapes clearly in class?
42. Do you think that the repetition of the taped sentences which accompany the filmstrips is useful?
43. Would you like to have more tests so that you would have a better idea of your progress in French?
44. Do you think the teacher should write the French sentences on the board when you have learned to say them?
45. Is one of the reasons for your study of French to allow you to meet and talk with French-speaking people?
46. Would you say that this kind of course, with filmstrips and tapes, is a good one for students who wish to learn to speak French?
47. Would you like more individual practice repeating French sentences after the tape recorder?
48. Do you sometimes have class time to talk in French about the things which are of interest to you personally?
49. Do you like the filmstrips pictures used in the French course?
50. Do you think a knowledge of French will help you have a more sympathetic understanding or appreciation of French-speaking people?
51. Do you find that the filmstrip stories are interesting most of the time?

52. When a new story is begun, do you find that you have forgotten the sentences you learned from the lessons before?
53. Do you think you will be able to speak French when you have finished high school?
54. Would you like to have a regular textbook for French containing the sentences of the lessons and some exercises?
55. Would it be helpful in learning the French sentences that accompany the filmstrip pictures if you would write them in your exercise book?
56. Do you want the teacher to explain in English the difficult words you don't understand?
57. When you have learned the sentences of the lesson, can you usually see some grammar rule for the way the sentence is constructed?

Additional comments:

Please feel free to make any additional comments about your French course. You may wish to indicate some of its strong or weak points, or you may wish to state how you would improve this course if you had the opportunity.

A P P E N D I X C

STUDENTS' WRITTEN COMMENTS

STUDENTS' WRITTEN COMMENTS

I. ATTITUDE TOWARD FRENCH AND FRENCH-SPEAKING PEOPLE

Question 1: Should all Canadians know how to speak French?

1. French should not be compulsory.
2. Not elderly people.
3. It is not a Canadian language.
4. Canada belongs to England not France.
5. No, but I think political leaders should.
6. A country would have more pride if it could speak two languages.
7. French is a national language as well as English and every Canadian should know both.
8. French should be compulsory from Grade I to Grade VIII and then be optional.
9. One language should be sufficient for one nation.
10. Yes, it keeps us different from the Yanks.
11. No, because the French were conquered by the English and this is a British Commonwealth country.
12. We should learn the language we want.
13. We shouldn't have to take French unless we are moving to Quebec or becoming a French teacher.
14. They should start French in Grade I and only for those who want to learn it.

Question 3: Do you like French more than other subjects?

1. I would if I could speak it better.
2. Yes, because there is no work to do.
3. I would more but I've had three years of this French and it is boring now.

4. There are too many students in the class so it cannot be enjoyed.
5. I think French is horrible.
6. Not too many people like it.
7. It is far too boring watching films over and over.
8. I like the teacher more than any other teacher.
9. It is one of my favorite subjects.
10. It's an easy credit and fun to learn.

Question 5: Do you believe French is a useful language in today's world?

1. Practically every business uses it.
2. One language is all you need.
3. Everything in the schools should be in English in Canada.
4. Why should we learn French when English is the most commonly spoken language in the world? French is a waste of time.

Question 7: Do you think French should be studied by everybody from Grade VII to Grade XII?

1. It should be the individual's choice.
2. They should start French earlier.
3. All students should try to but drop it if they fail.
4. Some might find another language more useful.
5. If the teachers are good.
6. It's not that important.
7. Why force it on innocent kids?
8. We need to start French in Grade I.

Question 11: Are certain French Canadians trying to force other Canadians to learn French?

1. Well, you have to take French.
2. Our French teacher is doing this.

Question 13: Would you take French if you didn't have to?

1. If the teacher was good.
2. French is boring because of the repetition.
3. No, because it drags on and on for such a long time in each lesson.
4. There are much more useful subjects.
5. The French language is a beautiful one.
6. I'd like a better teacher.
7. I'd like to if the system were changed, but as it is I'm not profiting much.
8. Just for university.

Question 17: Would you like to visit Quebec on a holiday if you could?

1. I would like to if I knew French well enough.
2. No, because I can't stand French people.
3. What a way to go! No way! You'd never come back alive.

Question 19: Do your parents feel that studying French is a waste of time?

1. I learned more in Grades VII and VIII. My little sisters are ahead of me now.
2. Yes, I agree with them. My father hates French people. He should know. He was over in France quite a lot.

Question 21: Are you studying French because it may someday be useful in getting a good job?

1. I'm studying French so that some day I will be able to communicate freely with them.
2. Because it is compulsory.
3. I'm studying it because I like it.

Question 25: Would you like to continue improving your French after you leave school?

1. Yes, if I knew I would someday be able to speak it fluently, but I know I will not be able to.
2. Yes, but not the way we are doing it now.

Question 31: Is French too difficult for you to learn?

1. No, but it leaves time to fool around and some people are taking advantage of it.
2. It can't be hard if you listen.
3. Yes, because you don't really know what you're saying.
4. The teacher should write the sentences all on the board so it is easier to learn them.
5. No, not if I had more individual attention.
6. It isn't hard enough.
7. I don't want to learn French, but you have to.
8. Not if it is taught right.
9. At first we went slow and it was easy, but then we went faster and there isn't enough time to learn.

Question 36: Do you feel that learning French is actually a waste of time?

1. No way! French is a thing you will be thankful for all your life.
2. This is the way it is.
3. If she told me what I was saying, I might like to learn French.

4. Yes, the way it is taught now.
5. I think French is the sickest thing in school today. Because of French lots of students will fail Grade IX.
6. French is a waste of time and quite boring. I'm happy with the English language.
7. I don't like to take French. Where am I going where they speak French?
8. We need a more interesting French course.
9. I find French boring. Maybe it's the teacher.
10. It is sometimes hard to understand, and time flies so slow in French.
11. French should be fun to learn and the teacher should make it fun.
12. When I go for classes, I watch my watch counting the seconds until the period is over.

Question 40: Would you like to live in a community where French is spoken by most of the people?

1. French people don't always speak French. Most of them speak English in Quebec, and these riots are mostly done by the French-speaking people.
2. I have for two years and it's like a bum's hangout in France.
3. Not until I have a chance to learn French better.
4. It would drive me crazy.
5. If I knew how to speak it.

Question 45: Is one of the reasons for your study of French to allow you to meet and talk with French-speaking people?

1. My reason for learning French is so I can go to University.
2. I study French because it is compulsory, that is all.

Question 50: Do you think a knowledge of French will help you have a more sympathetic understanding or appreciation of French-speaking people?

1. Make them speak English.
2. Being a French person has never affected me in the least.
3. I don't think they need sympathy.

II. GENERAL OPINIONS ON THE VIF COURSE

Question 10: Do you feel that the French sentences you are learning will be useful in conversations in real life?

1. The French in class is very formal, and in reality it isn't outside the classroom.
2. If you know what the words mean, they may be useful, but not the sentences we get.
3. I speak for the entire class. The French course is absolutely ridiculous. You can't use half the sentences. It's not a French lesson. It is a memory quiz. You are tested on how well you know the filmstrips, not on your French speaking ability. We get sick of seeing three frames ten billion times in a row. And you pelt us for falling asleep. We can't help it. In summary, French is the most useless, meaningless, and boring subject the way it is taught in this school.

Question 16: Are the filmstrip pictures helpful for explaining the meaning of the sentences?

1. Very few. They don't help that much.
2. Yes, but the time given to learn the meaning is too short.
3. I'd be lost without them.
4. Yes, but terribly boring and monotonous.
5. We should be taught how to write French and not memorize what is on the films.

Question 20: Do you find that time passes quickly in your French class?

1. Yes, when we have the pictures.
2. The teacher is boring.
3. If you get involved, yes.
4. You can't learn French in only one half hour three times a week.
5. I find it terribly boring with these films. It ruins my attitude.
6. It does when we take something new.
7. Two consecutive periods of French is too long. I would like a French period in the morning and one in the afternoon.
8. French the last period of the day is no good.

Question 22: Is it important to develop a good French pronunciation?

1. If you don't get your words correct, you could say something you don't want to say.
2. The French on the tapes we learn is different from the French in Canada.

Question 26: Do you feel that a French program of this nature is helping you develop a good French pronunciation?

1. The tape sounds different from the way the teacher speaks.
2. There isn't enough practicing of conversation as there used to be.
3. No, because we do not always know what we are saying.
4. My French relatives do not know the French words we learn and don't know the accent.

Question 28: Do you become bored with any parts of the lesson?

1. The mechanism is boring.
2. I become bored just waiting for the others to learn the lesson.
3. Where the teacher asks the questions.
4. The repetition, but it helps.
5. When others do not try, it gets boring.
6. It's boring when you have to listen to every person in class repeating.
7. I become bored when I don't understand something.
8. When we are reviewing, it gets pretty bad.
9. When the filmstrips go on continuously.
10. Why should we have to sit for thirty-seven minutes listening to a stupid tape recorder.

Question 29: Is understanding and speaking French more important to you than reading and writing it?

1. It was good at the beginning, but in Grade IX you want to read and write more.

Question 32: Do you feel that there is sufficient variety and activities in the lessons of your French course?

1. There should be games and skits.
2. From giving talks and plays it is easy to learn French and know what it means.
3. There is absolutely no variety.
4. We want to learn French songs, draw pictures and describe them.
5. Plays and talking to classmates would make it more interesting. Now, it's quite boring.
6. We should have French games to improve our vocabulary and spelling.

7. All Canadians should know how to speak French, but this course isn't the way to teach it. We need more variety to make it interesting.
8. I'd like French if it was a more interesting course and we did more interesting things. This way you can practically fall asleep.
9. All you do in this course is repeat what they say without knowing what it is all about. When you have to write a test you memorize it. It doesn't help you speak French very much.

Question 34: Do you hope to be able to speak French someday?

1. I will never be able to speak real true French correctly.
2. Because of the way the French course is now, I will never be able to speak it fluently.

Question 38: Should the stories of your French course be about French-speaking people in Canada rather than about French-speaking people in France?

1. I'd like to see the books and filmstrips made in Canada about Canadians.

Question 41: Can you hear the sentences on the tapes clearly in class?

1. I usually have to guess at what the people said.
2. The French say words like we do. They are run together.
3. The voice is muffled and the tapes are too fast.
4. No, but it is probably because of the noise the class is making.
5. All I do is listen to a bunch of mumbo-jumbo because the teacher does not explain what is going on in the film.
6. The tapes sound different from the teacher.
7. It is hard to hear the correct pronunciation on the tape. We need better equipment.
8. If the students cooperated, it would help.

Question 46: Would you say that this kind of course, with filmstrips and tapes, is a good one for students who wish to learn to speak French?

1. No, because I don't know what I'm saying.
2. I've taken French for two years and this year is the first I've really learned anything.
3. In British Columbia we read, wrote, and spoke French, which was much more interesting and educational. In this course we learn what the filmstrips say and nothing else.
4. If you're not as smart as the others you're left behind.
5. This French course is easy to understand and learn.
6. I think everybody should learn how to read and speak French at one time or another. I don't mind taking French that much but I don't love it.
7. This is a useful course because we can understand certain things on T.V.
8. I like French but find it hard to learn.
9. For two years I took "Le français international", and I learned more from it than is possible from this one. VIF hasn't taught me anything. I get extremely bored with the films and tape and quickly lose interest. Half the phrases I'll probably never use, and without the picture I can hardly associate them in real life. I've done most of the work this year on my own and in many areas seem advanced compared to those who have been taking this course for years. I've never found French difficult, but now my enthusiasm is gone and I couldn't care less whether I do anything in French or not.
10. I don't think the course could be improved in any way except to have more exercises to make us think more about what we are saying.
11. Our French course is wonderful for learning French.
12. No, it is too easy.

Question 49: Do you like the filmstrip pictures used in the French course?

1. Some of the people should be our age.
2. We should have real people on the films.
3. I don't like the filmstrips. I used to, but day after day after day I have lost just about all my interest in French, and I think that goes for everyone.
4. I really wish the filmstrips were modernized.
5. The filmstrips are alright, but how often are we going to use those same words and sentences in an ordinary conversation. I think there should be more grammar and putting sentences together which would appear in a regular conversation.
6. The filmstrips seem to be very dreary.
7. The children in the filmstrips are too babyish.
8. The filmstrips are a bad idea. Often I memorize a group of words to go with a picture, but I don't know what they mean. I'd like more variety, such as music, reading, writing, discussions, speeches, plays, tapes, films, spelling contests, a bit of French history, real French people visiting classes. Why stick with one boring routine? I'm learning groups of words, but I don't know how to say what I want to using my own sentences.

III. COMPREHENSION OF MEANING

Question 6: Can you usually understand the teacher's explanations in French of vocabulary difficulties?

1. We have a good teacher.
2. I'm having trouble. I can't understand any of the French.
3. Our teacher stands there telling us in French the words we don't know. How are we to understand her?
4. I hate French because I don't even know what I'm saying or what the teacher is talking about. I'd rather drop French.

Question 8: Do you usually understand the meaning of what you are saying in class when speaking French?

1. No, I'd like to find out, but I just memorize those I don't understand.
2. I know how to say the phrases, but not what all of them mean.
3. I memorize the sentences from the filmstrips, but I don't really learn it. I don't have much understanding of what I'm saying, and I can't make up sentences.
4. French is fine for them that find it easy, but I just don't get it.
5. In this course we are just learning a bunch of sounds to go with a picture. I'm not learning the meaning of the words and sentences that well. If the teacher says something to me, all I can answer are the very simple questions.
6. Memorizing sentences is useless for students. They should construct their own sentences.
7. We don't know how to relate the French sentences to everyday life if talking to a French person.
8. You should learn what you want to say, and not just repeat sentences and forget them.
9. I do not know the meaning of the sentences and do not get any help in learning. I think there should be an English translation.
10. I feel the teacher does not explain what the words mean, but expects us to write a test in French.

Question 56: Do you want the teacher to explain in English the difficult words you don't understand?

1. Our teacher does.
2. The teacher should try to get it across in French first.
3. Yes, because when it is explained in French it usually muddles you up.
4. Yes, but I doubt if she knows either.
5. Definitely. I think this is the worst thing in this course. Often I find myself saying things I don't understand.

6. I don't like the rule of having French spoken in French class as soon as coming in the door because I've tried many times to ask questions about the lesson in French, but did not succeed because of the rule. We should be able to ask questions in English.
7. Explain the lesson in English and then start with French.

IV. GRAMMAR

Question 12: Do you want the teacher to explain the French grammar rules to you?

1. Yes, if they are explained in French.
2. This part is the most important.
3. I think there should be more grammar and putting sentences together which would appear in a regular conversation.
4. We should take more verb forms, nouns, adjectives, so we could make our own sentences.
5. It is difficult without grammar lessons.

V. REPETITION

Question 30: Does the time seem to drag when the members of the class are repeating the sentences after the tape recorder?

1. When you know the phrase and the others don't.
2. We don't repeat the sentences anymore. Our teacher doesn't like this method.
3. We need individual grouping so that learning could be speeded up for those of higher ability.
4. The class would be better if the teacher did more individual work.
5. The course is good but we need smaller classes.

Question 33: Do you find the learning of the taped sentences which accompany the filmstrips interesting?

1. We don't use the tape recorder very often.
2. If you can hear them.
3. The filmstrip helps, but you can't understand the tape.
4. No, I don't know what it means in English.

Question 42: Do you think that the repetition of the taped sentences which accompany the filmstrips is useful?

1. The tapes are muffled wherever I sit in the room.
2. No, the teacher broke two tape recorders that way.
3. No, it is just memorization, and you do not actually learn the sentences.

Question 47: Would you like more individual practice repeating French sentences after the tape recorder?

1. In a class this size you have to say the sentences to yourself.
2. If I know what the sentences meant, I wouldn't mind repeating them.
3. The teacher says it one way, the tape differently.
4. We need more time and drill to help us remember.
5. We are going too fast to learn our sentences.

VI. READING AND WRITING

Question 14: Would you prefer to start writing earlier in this course?

1. Yes, but you have to know how to speak before you write.
2. It would be easier to learn the sentences if you could write them down.

Question 35: Is it a good idea to wait until your second year of study before beginning to read in French?

1. I'd get the pronunciation down pat before reading because the reading could mix you up.
2. No, because you develop in your own mind what you think the words mean and a year later you find out that you are wrong and have to change.

Question 44: Do you think the teacher should write the French sentences on the board when you have learned to say them?

1. I think we would learn quicker this way.
2. No, because we cannot read French.
3. The teacher already does.
4. If the teacher doesn't you really don't know what she's saying.
5. I think we have a better course than my parents had. It would help if the teacher wrote the sentences on the board because most kids in our class write out the sentences now, but with the wrong spelling, of course. I'm glad I'm taking French because it is great to be able to speak a second language.

Question 54: Would you like to have a regular textbook for French containing the sentences of the lessons and some exercises?

1. People would read ahead, say words wrong, and sometimes mistakes are hard to get rid of.
2. Yes, then we could study at home.
3. I would like the French phrases in a book with the accompanying picture.

Question 55: Would it be helpful in learning the French sentences that accompany the filmstrip pictures if you could write them in your exercise book?

1. I think the French program would be better if students were to write French, learn grammar rules, and get a better understanding of French sentences.
2. I'd be more interested in French if we could be taught to read and write the sentences.

VII. TIME FOR FREE CONVERSATION IN FRENCH

Question 18: Do you get enough class time to practise your French on topics which differ from those in your lessons?

1. I wish we did, then I think the students would be more interested in French.
2. Personally, I feel the present French course is good for getting a feel of the language in an oral way, but we should have more French conversations in class to improve our pronunciation and become more confident in speaking. The rooms are far too crowded. We need more aids, charts, and a reading text.
3. We should have more conversation lessons. Each student should have to try to express himself to another student, and discuss in French the problems we are having.

VIII. OTHER GENERAL OBSERVATIONS

1. The course is good but we need smaller classes. When the class has too many students, the teacher finds it hard to help those who need it.
2. I would like to see more teachers like ours who really cares whether you pass or fail.
3. I would have a discussion period once a week in which students would tell me what parts of the lesson were causing difficulty. Then I would go over hard parts and offer extra help to those finding the lesson harder than the rest.
4. The teacher should make French fun like ours does.
5. The course is good, but you can't learn if the teacher can't speak French or answer our questions.
6. Divide the class into two parts. One for those who enjoy and want to learn French, and the other for those who don't wish to and try to encourage them.
7. I think the way our French is taught is a very good way.

8. Some teachers are quite boring. We should have a different teacher every year because you can get sick of the same one every year. Our teacher can be lots of fun though.
9. Whether you like French or not depends mainly on how well you like your teacher. Ours is a very good French teacher.

A P P E N D I X D

THE TABLES

TABLE I
FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 1

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	160	45.5	57	16.2	135	38.4	352	38.4
8	111	35.0	45	14.2	161	50.8	317	34.6
9	64	25.8	35	14.1	149	60.1	248	27.0
Total	335	36.5	137	14.9	445	48.5	917	100.0

χ^2 - 30.9 df - 4 p - .000 C - .18 V - .26

[illegible]

TABLE III

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 3

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	58	16.5	46	13.1	248	70.5	352	38.4
8	30	9.5	21	6.6	266	83.9	317	34.6
9	43	17.3	21	8.5	184	74.2	248	27.0
Total	131	14.3	88	9.6	698	76.1	917	100.0

$\chi^2 = 19.7$ $df = 4$ $p = .000$ $C = .15$ $V = .09$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	64	21.0	33	10.8	208	68.2	305	33.3
2	45	14.6	32	10.4	232	75.1	309	33.7
3	22	7.3	23	7.6	258	85.1	303	33.0
Total	131	14.3	88	9.6	698	76.1	917	100.0

$$\chi^2 = 27.8 \quad \text{df} = 4 \quad p = .000 \quad C = .17 \quad V = .30$$

TABLE IV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 4

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	116	33.0	36	10.2	200	56.8	352	38.4
8	145	45.7	54	17.0	118	37.2	317	34.6
9	103	41.5	39	15.7	106	42.7	248	27.0
Total	364	39.7	129	14.1	424	46.2	917	100.0

$$\chi^2 = 28.1 \quad \text{df} = 4 \quad p = .000 \quad C = .17 \quad V = -.16$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	128	42.0	39	12.8	138	45.2	305	33.3
2	122	39.5	43	13.9	144	46.6	309	33.7
3	114	37.6	47	15.5	142	46.9	303	33.0
Total	364	39.7	129	14.1	424	46.2	917	100.0

$$\chi^2 = 1.6 \quad \text{df} = 4 \quad p = .802 \quad C = .04 \quad V = .04$$

TABLE VI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 6

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	193	54.8	62	17.6	97	27.6	352	38.4
8	142	44.8	39	12.3	136	42.9	317	34.6
9	127	51.4	20	8.1	100	40.5	247	27.0
Total	462	50.4	121	13.2	333	36.4	916	100.0

$$\chi^2 = 26.0 \quad df = 4 \quad p = .000 \quad C = .17 \quad V = .12$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	203	66.6	36	11.8	66	21.6	305	33.3
2	156	50.5	44	14.2	109	35.3	309	33.7
3	103	34.1	41	13.6	158	52.3	302	33.0
Total	462	50.4	121	13.2	333	36.4	916	100.0

$$\chi^2 = 71.9 \quad df = 4 \quad p = .000 \quad C = .27 \quad V = .39$$

TABLE VIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 8

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	218	62.1	43	12.3	90	25.6	351	38.3
8	162	51.1	44	13.9	111	35.0	317	34.6
9	141	56.9	22	8.9	85	34.3	248	27.1
Total	521	56.9	109	11.9	286	31.2	916	100.0

$$\chi^2 = 12.2 \quad \text{df} = 4 \quad p = .016 \quad C = .11 \quad V = .10$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	227	74.7	25	8.2	52	17.1	304	33.2
2	182	58.9	32	10.4	95	30.7	309	33.7
3	112	37.0	52	17.2	139	45.9	303	33.1
Total	521	56.9	109	11.9	286	31.2	916	100.0

$$\chi^2 = 89.7 \quad \text{df} = 4 \quad p = .000 \quad C = .30 \quad V = .44$$

TABLE IX

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 9

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	274	78.1	30	8.5	47	13.4	351	38.4
8	226	71.5	28	8.9	62	19.6	316	34.6
9	165	66.8	17	6.9	65	26.3	247	27.0
Total	665	72.8	75	8.2	174	19.0	914	100.0

χ^2 - 16.2 df - 4 p - .003 C - .13 V - .19

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	227	74.9	26.	8.6	50	16.5	303	33.2
2	239	77.3	23	7.4	47	15.2	309	33.8
3	199	65.9	26	8.6	77	25.5	302	33.0
Total	665	72.8	75	8.2	174	19.0	914	100.0

X² - 13.4 df - 4 p - .010 C - .12 V - .15

TABLE X

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 10

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	202	53.4	73	20.7	77	21.9	352	38.4
8	137	43.2	61	19.2	119	37.5	317	34.6
9	107	43.1	45	18.1	96	38.7	248	27.0
Total	446	48.6	179	19.5	292	31.8	917	100.0

$\chi^2 = 27.4$ $df = 4$ $p = .000$ $C = .17$ $V = .21$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	172	56.4	49	16.1	84	27.5	305	33.3
2	153	49.5	66	21.4	90	29.1	309	33.7
3	121	39.9	64	21.1	118	38.9	303	33.0
Total	446	48.6	179	19.5	292	31.8	917	100.0

$\chi^2 = 18.6$ $df = 4$ $p = .001$ $C = .14$ $V = .18$

TABLE XI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 11

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	128	36.4	119	33.8	105	29.8	352	38.5
8	122	38.6	114	36.1	80	25.3	316	34.5
9	107	43.3	81	32.8	59	23.9	247	27.0
Total	357	39.0	314	34.3	244	26.7	915	100.0

$$\chi^2 = 4.7 \quad df = 4 \quad p = .336 \quad C = .07 \quad V = -.09$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	115	37.8	119	39.1	70	23.0	304	33.2
2	127	41.2	96	31.2	85	27.6	308	33.7
3	115	38.0	99	32.7	89	29.4	303	33.1
Total	357	39.0	314	34.3	244	26.7	915	100.0

$$\chi^2 = 6.2 \quad df = 4 \quad p = .183 \quad C = .08 \quad V = .04$$

TABLE XII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 12

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	226	64.2	55	15.6	71	20.2	352	38.4
8	191	60.3	52	16.4	74	23.3	317	34.6
9	131	53.0	45	18.2	71	28.7	247	27.0
Total	548	59.8	152	16.6	216	23.6	916	100.0

$$\chi^2 = 8.2 \quad df = 4 \quad p = .085 \quad C = .09 \quad V = .14$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	201	66.1	37	12.2	66	21.7	304	33.2
2	175	56.6	56	18.1	78	25.2	309	33.7
3	172	56.8	59	19.5	72	23.8	303	33.1
Total	548	59.8	152	16.6	216	23.6	916	100.0

$$\chi^2 = 9.4 \quad df = 4 \quad p = .053 \quad C = .10 \quad V = .09$$

TABLE XIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 13

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	147	41.9	62	17.7	142	40.5	351	38.3
8	111	35.0	55	17.4	151	47.6	317	34.6
9	118	47.6	29	11.7	101	40.7	248	27.1
Total	376	41.0	146	15.9	394	43.0	916	100.0

χ^2 - 11.7 df - 4 p - .020 C - .11 V - -.01

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	167	54.8	42	13.8	96	31.5	305	33.3
2	125	40.5	58	18.8	126	40.8	309	33.7
3	84	27.8	46	15.2	172	57.0	302	33.0
Total	376	41.0	146	15.9	394	43.0	916	100.0

χ^2 - 52.9 df - 4 p - .000 C - .23 V - .32

TABLE XIV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 14

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	123	35.0	61	17.4	167	47.6	351	38.3
8	155	48.9	48	15.1	114	36.0	317	34.6
9	117	47.2	34	13.7	97	39.1	248	27.1
Total	395	43.1	143	15.6	378	41.3	916	100.0

$\chi^2 = 15.9$ $df = 4$ $p = .003$ $C = .13$ $V = -.14$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	147	48.4	47	15.5	110	36.2	304	33.2
2	126	40.8	44	14.2	139	45.0	309	33.7
3	122	40.3	52	17.2	129	42.6	303	33.1
Total	395	43.1	143	15.6	378	41.3	916	100.0

$$\chi^2 = 6.8 \quad df = 4 \quad p = .147 \quad C = .09 \quad V = .09$$

TABLE XVI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 16

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	304	86.4	27	7.7	21	6.0	352	38.4
8	248	78.2	27	8.5	42	13.2	317	34.6
9	187	75.7	18	7.3	42	17.0	247	27.0
Total	739	80.7	72	7.9	105	11.5	916	100.0

$\chi^2 = 19.5$ $df = 4$ $p = .001$ $C = .14$ $V = .24$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	259	85.2	19	6.3	26	8.6	304	33.2
2	258	83.5	19	6.1	32	10.4	309	33.7
3	222	73.3	34	11.2	47	15.5	303	33.1
Total	739	80.7	72	7.9	105	11.5	916	100.0

$$\chi^2 = 16.6 \quad df = 4 \quad p = .002 \quad C = .13 \quad V = .24$$

TABLE XVII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 17

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	240	68.2	47	13.4	65	18.5	352	38.4
8	216	68.1	34	10.7	67	21.1	317	34.6
9	167	67.3	29	11.7	52	21.0	248	27.0
Total	623	67.9	110	12.0	184	20.1	917	100.0

$$\chi^2 = 1.7 \quad \text{df} = 4 \quad p = .785 \quad C = .04 \quad V = .02$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	215	70.5	36	11.8	54	17.7	305	33.3
2	222	71.8	36	11.7	51	16.5	309	33.7
3	186	61.4	38	12.5	79	26.1	303	33.0
Total	623	67.9	110	12.0	184	20.1	917	100.0

$\chi^2 = 11.3$ $df = 4$ $p = .024$ $C = .11$ $V = .14$

TABLE XVIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 18

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	105	29.9	69	19.7	177	50.4	351	38.3
8	83	26.2	47	14.8	187	59.0	317	34.6
9	53	21.4	25	10.1	170	68.5	248	27.1
Total	241	26.3	141	15.4	534	58.3	916	100.0

$\chi^2 = 21.0$ $df = 4$ $p = .000$ $C = .15$ $V = .20$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	77	25.2	46	15.1	182	59.7	305	33.3
2	75	24.4	44	14.3	189	61.4	308	33.6
3	89	29.4	51	16.8	163	53.8	303	33.1
Total	241	26.3	141	15.4	534	58.3	916	100.0

$\chi^2 = 4.0$ $df = 4$ $p = .408$ $C = .07$ $V = -.07$

TABLE XIX

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 19

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	33	9.4	71	20.2	247	70.4	351	38.4
8	28	8.9	88	27.9	199	63.2	315	34.5
9	32	12.9	48	19.4	168	67.7	248	27.1
Total	93	10.2	207	22.6	614	67.2	914	100.0

$$\chi^2 = 9.8 \quad df = 4 \quad p = .044 \quad C = .10 \quad V = -.06$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	29	9.5	61	20.1	214	70.4	304	33.3
2	32	10.4	55	17.9	220	71.7	307	33.6
3	32	10.6	91	30.0	180	59.4	303	33.2
Total	93	10.2	207	22.6	614	67.2	914	100.0

$$\chi^2 = 15.5 \quad df = 4 \quad p = .004 \quad C = .13 \quad V = -.14$$

TABLE XX

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 20

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	126	35.9	44	12.5	181	51.6	351	38.3
8	79	24.9	39	12.3	199	62.8	317	34.6
9	61	24.6	27	10.9	160	64.5	248	27.1
Total	266	29.0	110	12.0	540	59.0	916	100.0

$\chi^2 = 14.9$ $df = 4$ $p = .005$ $C = .13$ $V = .18$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	109	35.7	36	11.8	160	52.5	305	33.3
2	87	28.2	39	12.7	182	59.1	308	33.6
3	70	23.1	35	11.6	198	65.3	303	33.1
Total	266	29.0	110	12.0	540	59.0	916	100.0

$$\chi^2 = 12.9 \quad \text{df} = 4 \quad p = .012 \quad C = .12 \quad V = .17$$

TABLE XXI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 21

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	172	48.9	60	17.0	120	34.1	352	38.4
8	138	43.5	49	15.5	130	41.0	317	34.6
9	140	56.5	20	8.1	88	35.5	248	27.0
Total	450	49.1	129	14.1	338	36.9	917	100.0

$\chi^2 = 16.1$ $df = 4$ $p = .003$ $C = .13$ $V = -.03$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	162	53.1	40	13.1	103	33.8	305	33.3
2	163	52.8	50	16.2	96	31.1	309	33.7
3	125	41.3	39	12.9	139	45.9	303	33.0
Total	450	49.1	129	14.1	338	36.9	917	100.0

$$x^2 = 17.4 \quad df = 4 \quad p = .002 \quad C = .14 \quad V = .15$$

TABLE XXII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 22

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	272	77.3	51	14.5	29	8.2	352	38.4
8	219	69.1	61	19.2	37	11.7	317	34.6
9	174	70.2	39	15.7	35	14.1	248	27.0
Total	665	72.5	151	16.5	101	11.0	917	100.0

$$\chi^2 = 9.0 \quad df = 4 \quad p = .062 \quad C = .10 \quad V = .13$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	253	83.0	29	9.5	23	7.5	305	33.3
2	233	75.4	51	16.5	25	8.1	309	33.7
3	179	59.1	71	23.4	53	17.5	303	33.0
Total	665	72.5	151	16.5	101	11.0	917	100.0

$$x^2 = 47.7 \quad df = 4 \quad p = .000 \quad C = .22 \quad V = .36$$

TABLE XXV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 25

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	124	35.2	89	25.3	139	39.5	352	38.4
8	72	22.8	89	28.2	155	49.1	316	34.5
9	68	27.4	66	26.6	114	46.0	248	27.1
Total	264	28.8	244	26.6	408	44.5	916	100.0
$\chi^2 - 13.3$ $df - 4$ $p - .010$ $C - .12$ $V - .11$								

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	112	36.7	84	27.5	109	35.7	305	33.3
2	90	29.1	87	28.2	132	42.7	309	33.7
3	62	20.5	73	24.2	167	55.3	302	33.0
Total	264	28.8	244	26.6	408	44.5	916	100.0
$\chi^2 - 28.3$ $df - 4$ $p - .000$ $C - .17$ $V - .23$								

TABLE XXVIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 28

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	234	66.5	36	10.2	82	23.3	352	38.5
8	265	83.6	17	5.4	35	11.0	317	34.6
9	212	86.2	14	5.7	20	8.1	246	26.9
Total	711	77.7	67	7.3	137	15.0	915	100.0

χ^2 - 43.3 df - 4 p - .000 C - .21 V - -.38

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	233	76.4	23	7.5	49	16.1	305	33.3
2	235	76.1	28	9.1	46	14.9	309	33.8
3	243	80.7	16	5.3	42	14.0	301	32.9
Total	711	77.7	67	7.3	137	15.0	915	100.0

χ^2 - 3.9 df - 4 p - .415 C - .07 V - -.08

TABLE XXIX

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 29

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	222	63.1	73	20.7	57	16.2	352	38.4
8	198	62.5	54	17.0	65	20.5	317	34.6
9	172	69.6	28	11.3	47	19.0	247	27.0
Total	592	64.6	155	16.9	169	18.4	916	100.0

$$\chi^2 = 10.7 \quad df = 4 \quad p = .031 \quad C = .11 \quad V = -.05$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	204	66.9	52	17.0	49	16.1	305	33.3
2	218	70.6	44	14.2	47	15.2	309	33.7
3	170	56.3	59	19.5	73	24.2	302	33.0
Total	592	64.6	155	16.9	169	18.4	916	100.0

$$\chi^2 = 15.8 \quad df = 4 \quad p = .003 \quad C = .13 \quad V = .15$$

TABLE XXXV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 35

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	174	49.4	72	20.5	106	30.1	352	38.5
8	134	42.4	57	18.0	125	39.6	316	34.6
9	97	39.4	56	22.8	93	37.8	246	26.9
Total	405	44.3	185	20.2	324	35.4	914	100.0

χ^2 - 9.9 df - 4 p - .042 C - .10 V - .12

[illegible]

TABLE XXXVI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 36

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	52	14.8	42	11.9	258	73.3	352	38.4
8	70	22.1	64	20.2	183	57.7	317	34.6
9	59	23.8	31	12.5	158	63.7	248	27.0
Total	181	19.7	137	14.9	599	65.3	917	100.0
χ^2 - 22.6 df - 4 p - .000 C - .16 V - .16								

[illegible]

TABLE XXXVIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 38

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	135	38.4	96	27.3	121	34.4	352	38.4
8	162	51.1	84	26.5	71	22.4	317	34.6
9	125	50.4	70	28.2	53	21.4	248	27.0
Total	422	46.0	250	27.3	245	26.7	917	100.0

χ^2 - 20.1 df - 4 p - .000 C - .15 V - - .18

[illegible]

TABLE XL

FREQUENCY AND PERCENT TO RESPONSE BY CATEGORY TO QUESTION 40

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	66	18.8	60	17.0	226	64.2	352	38.4
8	47	14.8	45	14.2	225	71.0	317	34.6
9	36	14.5	45	18.1	167	67.3	248	27.0
Total	149	16.2	150	16.4	618	67.4	917	100.0
$\chi^2 - 4.8$ $df - 4$ $p - .305$ $C - .07$ $V - .07$								

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	52	17.0	62	20.3	191	62.6	305	33.3
2	51	16.5	52	16.8	206	66.7	309	33.7
3	46	15.2	36	11.9	221	72.9	303	33.0
Total	149	16.2	150	16.4	618	67.4	917	100.0

χ^2 - 9.5 df - 4 p - .050 C - .10 V - .12

TABLE XLII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 42

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	278	79.2	44	12.5	29	8.3	351	38.4
8	226	71.3	45	14.2	46	14.5	317	34.6
9	159	64.4	35	14.2	53	21.5	247	27.0
Total	663	72.5	124	13.6	128	14.0	915	100.0

$$\chi^2 = 23.1 \quad df = 4 \quad p = .000 \quad C = .16 \quad V = .24$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	235	77.0	35	11.5	35	11.5	305	33.3
2	235	76.1	41	13.3	33	10.7	309	33.8
3	193	64.1	48	15.9	60	19.9	301	32.9
Total	663	72.5	124	13.6	128	14.0	915	100.0

$$\chi^2 = 18.0 \quad df = 4 \quad p = .001 \quad C = .14 \quad V = .20$$

TABLE XLIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 43

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	86	24.5	72	20.5	193	55.0	351	38.4
8	44	13.9	48	15.1	225	71.0	317	34.6
9	37	15.0	32	13.0	178	72.1	247	27.0
Total	167	18.3	152	16.6	596	65.1	915	100.0

χ^2 - 26.9 df - 4 p - .000 C - .17 V - .24

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	59	19.3	57	18.7	189	62.0	305	33.3
2	58	18.8	51	16.5	200	64.7	309	33.8
3	50	16.6	44	14.6	207	68.8	301	32.9
Total	167	18.3	152	16.6	596	65.1	915	100.0

$$\chi^2 = 3.3 \quad \text{df} = 4 \quad p = .510 \quad C = .06 \quad V = .08$$

TABLE XLV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 45

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	194	55.3	79	22.5	78	22.2	351	38.4
8	144	45.4	67	21.1	106	33.4	317	34.7
9	107	43.5	40	16.3	99	40.2	246	26.9
Total	445	48.7	186	20.4	283	31.0	914	100.0

$\chi^2 = 24.2$ $df = 4$ $p = .000$ $C = .16$ $V = .19$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	165	54.1	62	20.3	78	25.6	305	33.4
2	155	50.3	61	19.8	92	29.9	308	33.7
3	125	41.5	63	20.9	113	37.5	301	32.9
Total	445	48.7	186	20.4	283	31.0	914	100.0

$$\chi^2 = 12.5 \quad \text{df} = 4 \quad p = .014 \quad C = .12 \quad V = .16$$

TABLE XLVI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 46

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	275	78.3	39	11.1	37	10.5	351	38.4
8	185	58.4	54	17.0	78	24.6	317	34.6
9	145	58.7	39	15.8	63	25.5	247	27.0
Total	605	66.1	132	14.4	178	19.5	915	100.0

$$\chi^2 = 40.7 \quad df = 4 \quad p = .000 \quad C = .21 \quad V = .29$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	219	71.8	38	12.5	48	15.7	305	33.3
2	197	63.8	51	16.5	61	19.7	309	33.8
3	189	62.8	43	14.3	69	22.9	301	32.9
Total	605	66.1	132	14.4	178	19.5	915	100.0

$$\chi^2 = 8.0 \quad df = 4 \quad p = .090 \quad C = .09 \quad V = .13$$

TABLE XLVII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 47

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	162	46.2	59	16.8	130	37.0	351	38.4
8	137	43.2	57	18.0	123	38.8	317	34.6
9	106	42.9	37	15.0	104	42.1	247	27.0
Total	405	44.3	153	16.7	357	39.0	915	100.0

$$\chi^2 = 2.2 \quad \text{df} = 4 \quad p = .704 \quad C = .05 \quad V = .05$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	143	46.9	56	18.4	106	34.8	305	33.3
2	138	44.7	51	16.5	120	38.8	309	33.8
3	124	41.2	46	15.3	131	43.5	301	32.9
Total	405	44.3	153	16.7	357	39.0	915	100.0

$$\chi^2 = 5.0 \quad df = 4 \quad p = .289 \quad C = .07 \quad V = .09$$

TABLE XLVIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 48

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	85	24.3	30	8.6	235	67.1	350	38.3
8	53	16.7	30	9.5	234	73.8	317	34.7
9	44	17.8	16	6.5	187	75.7	247	27.0
Total	182	19.9	76	8.3	656	71.8	914	100.0

$\chi^2 = 8.8$ $df = 4$ $p = .066$ $C = .10$ $V = .14$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	58	19.0	20	6.6	227	74.4	305	33.4
2	61	19.8	23	7.5	224	72.7	308	33.7
3	63	20.9	33	11.0	205	68.1	301	32.9
Total	182	19.9	76	8.3	656	71.8	914	100.0

$$\chi^2 = 5.1 \quad \text{df} = 4 \quad p = .275 \quad C = .07 \quad V = -.09$$

TABLE XLIX

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 49

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	178	50.7	80	22.8	93	26.5	351	38.4
8	115	36.3	81	25.6	121	38.2	317	34.7
9	68	27.6	60	24.4	118	48.0	246	26.9
Total	361	39.5	221	24.2	332	36.3	914	100.0

$$x^2 = 40.1 \quad df = 4 \quad p = .000 \quad C = .21 \quad V = .28$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	137	44.9	74	24.3	94	30.8	305	33.4
2	113	36.6	81	26.2	115	37.2	309	33.8
3	111	37.0	66	22.0	123	41.0	300	32.8
Total	361	39.5	221	24.2	332	36.3	914	100.0

$$\chi^2 = 9.0 \quad \text{df} = 4 \quad p = .062 \quad C = .10 \quad V = .11$$

TABLE L

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 50

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	183	52.3	103	29.4	64	18.3	350	38.3
8	138	43.5	78	24.6	101	31.9	317	34.7
9	90	36.6	59	24.0	97	39.4	246	26.9
Total	411	45.0	240	26.3	262	28.7	913	100.0

$\chi^2 = 34.5$ $df = 4$ $p = .000$ $C = .19$ $V = .23$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	147	48.5	74	24.4	82	27.1	303	33.2
2	139	45.0	94	30.4	76	24.6	309	33.8
3	125	41.5	72	23.9	104	34.6	301	33.0
Total	411	45.0	240	26.3	262	28.7	913	100.0

$$\chi^2 = 10.4 \quad df = 4 \quad p = .035 \quad C = .11 \quad V = .09$$

TABLE LI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 51

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	191	54.4	49	14.0	111	31.6	351	38.4
8	119	37.5	49	15.5	149	47.0	317	34.6
9	86	34.8	24	9.4	137	55.5	247	27.0
Total	396	43.3	122	13.3	397	43.4	915	100.0

$\chi^2 = 40.6$ $df = 4$ $p = .000$ $C = .21$ $V = .28$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	148	48.5	43	14.1	114	37.4	305	33.3
2	134	43.4	35	11.3	140	45.3	309	33.8
3	114	37.9	44	14.6	143	47.5	301	32.9
Total	396	43.3	122	13.3	397	43.4	915	100.0

$$\chi^2 = 9.4 \quad df = 4 \quad p = .052 \quad C = .10 \quad V = .13$$

TABLE LII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 52

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	194	55.4	64	18.3	92	26.3	350	38.3
8	204	64.4	40	12.6	73	23.0	317	34.7
9	140	56.9	35	14.2	71	28.9	246	26.9
Total	538	58.9	139	15.2	236	25.8	913	100.0

$$\chi^2 = 8.1 \quad df = 4 \quad p = .089 \quad C = .09 \quad V = -.02$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	148	48.5	45	14.8	112	36.7	305	33.4
2	180	58.4	50	16.2	78	25.3	308	33.7
3	210	70.0	44	14.7	46	15.3	300	32.9
Total	538	58.9	139	15.2	236	25.8	913	100.0

$$\chi^2 = 39.0 \quad \text{df} = 4 \quad p = .000 \quad C = .20 \quad V = -.29$$

TABLE LIII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 53

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	190	54.1	104	29.6	57	16.2	351	38.5
8	133	42.1	94	29.7	89	28.2	316	34.6
9	85	34.7	56	22.9	104	42.4	245	26.9
Total	408	44.7	254	27.9	250	27.4	912	100.0

$\chi^2 = 52.2$ $df = 4$ $p = .000$ $C = .23$ $V = .29$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	181	59.3	73	23.9	51	16.7	305	33.4
2	143	46.4	88	28.6	77	25.0	308	33.8
3	84	28.1	93	31.1	122	40.8	299	32.8
Total	408	44.7	254	27.9	250	27.4	912	100.0

$$\chi^2 = 69.1 \quad df = 4 \quad p = .000 \quad C = .27 \quad V = .36$$

TABLE LIV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 54

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	242	69.1	33	9.4	75	21.4	350	38.4
8	231	72.9	23	7.3	63	19.9	317	34.8
9	173	70.6	20	8.2	52	21.2	245	26.9
Total	646	70.8	76	8.3	190	20.8	912	100.0

$$\chi^2 = 1.5 \quad \text{df} = 4 \quad p = .827 \quad C = .04 \quad V = -.03$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	227	74.4	24	7.9	54	17.7	305	33.4
2	229	74.1	18	5.8	62	20.1	309	33.9
3	190	63.8	34	11.4	74	24.8	298	32.7
Total	646	70.8	76	8.3	190	20.8	912	100.0

$$\chi^2 = 12.7 \quad \text{df} = 4 \quad p = .013 \quad C = .12 \quad V = .15$$

TABLE LV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 55

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	203	58.2	55	15.8	91	26.1	349	38.4
8	209	66.3	36	11.4	70	22.2	315	34.6
9	159	64.6	29	11.8	58	23.6	246	27.0
Total	571	62.7	120	13.2	219	24.1	910	100.0

 $\chi^2 - 5.9$ $df - 4$ $p - .209$ $C - .08$ $V - -.08$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	198	65.1	41	13.5	65	21.4	304	33.4
2	199	64.8	35	11.4	73	23.8	307	33.7
3	174	58.2	44	14.7	81	27.1	299	32.9
Total	571	62.7	120	13.2	219	24.1	910	100.0

 $\chi^2 - 4.8$ $df - 4$ $p - .306$ $C - .07$ $V - .09$

TABLE LVI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 56

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	290	82.9	23	6.6	37	10.6	350	38.3
8	280	88.3	10	3.2	27	8.5	317	34.7
9	216	87.8	8	3.3	22	8.9	246	26.9
Total	786	86.1	41	4.5	86	9.4	913	100.0

$$\chi^2 = 7.0 \quad df = 4 \quad p = .136 \quad C = .09 \quad V = -.14$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	255	83.6	13	4.3	37	12.1	305	33.4
2	271	87.7	10	3.2	28	9.1	309	33.8
3	260	87.0	18	6.0	21	7.0	299	32.7
Total	786	86.1	41	4.5	86	9.4	913	100.0

$$\chi^2 = 7.3 \quad \text{df} = 4 \quad p = .123 \quad C = .09 \quad V = -.10$$

TABLE LVII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO QUESTION 57

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	122	35.3	85	24.6	139	40.2	346	38.1
8	64	20.3	60	19.0	192	60.8	316	34.8
9	70	28.5	30	12.2	145	58.9	246	27.1
Total	256	28.2	175	19.3	476	52.4	908	100.0

$\chi^2 = 43.4$ $df = 4$ $p = .000$ $C = .21$ $V = .21$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	110	36.2	51	16.8	143	47.0	304	33.5
2	87	28.2	60	19.5	160	51.9	308	33.9
3	59	19.9	64	21.6	173	58.4	296	32.6
Total	256	28.2	175	19.3	476	52.4	908	100.0

$\chi^2 = 21.6$ $df = 4$ $p = .001$ $C = .15$ $V = .17$

TABLE LIX

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO CLUSTER 2

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	871	49.6	241	13.7	643	36.6	1755	38.3
8	954	60.2	160	10.1	471	29.7	1585	34.6
9	689	55.6	101	8.1	450	36.3	1240	27.1
Total	2514	54.9	502	11.0	1564	34.1	4580	100.0

$$\chi^2 = 53.4 \quad df = 4 \quad p = .000 \quad C = .11 \quad V = -.06$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	657	43.1	149	9.8	718	47.1	1524	33.3
2	853	55.2	166	10.8	525	34.0	1544	33.7
3	1004	66.4	187	12.4	321	21.2	1512	33.0
Total	2514	54.9	502	11.0	1564	34.1	4580	100.0

$\chi^2 = 228.7$ $df = 4$ $p = .000$ $C = .22$ $V = -.31$

TABLE LXI

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO CLUSTER 4

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	642	45.7	197	14.0	565	40.2	1404	38.4
8	707	55.8	171	13.5	389	30.7	1267	34.6
9	530	53.5	155	15.7	305	30.8	990	27.0
Total	1879	51.3	523	14.3	1259	34.4	3661	100.0

$$\chi^2 = 39.1 \quad \text{df} = 4 \quad p = .000 \quad C = .10 \quad V = -.12$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	661	54.3	147	12.1	410	33.7	1218	33.3
2	637	51.6	168	13.6	429	34.8	1234	33.7
3	581	48.1	208	17.2	420	34.7	1209	33.0
Total	1879	51.3	523	14.3	1259	34.4	3661	100.0

$$\chi^2 = 16.7 \quad \text{df} = 4 \quad p = .002 \quad C = .07 \quad V = .05$$

TABLE LXII

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO CLUSTER 5

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	326	46.6	116	16.6	258	36.9	700	38.3
8	364	57.6	84	13.3	184	29.1	632	34.6
9	276	55.6	65	13.1	155	31.3	496	27.1
Total	966	52.8	265	14.5	597	32.7	1828	100.0

χ^2 - 18.5 df - 4 p - .006 C - .10 V - -.11

[illegible]

TABLE LXIV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO CLUSTER 7

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	440	62.7	103	14.7	159	22.6	702	38.3
8	363	57.3	102	16.1	169	26.7	634	34.6
9	265	53.4	74	14.9	157	31.7	496	27.1
Total	1068	58.3	279	15.2	485	26.5	1832	100.0

$$\chi^2 = 13.8 \quad df = 4 \quad p = .008 \quad C = .09 \quad V = .12$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	378	62.0	91	14.9	141	23.1	610	33.3
2	373	60.4	92	14.9	153	24.8	618	33.7
3	317	52.5	96	15.9	191	31.6	604	33.0
Total	1068	58.3	279	15.2	485	26.5	1832	100.0

$$\chi^2 = 15.0 \quad df = 4 \quad p = .005 \quad C = .09 \quad V = .12$$

TABLE LXV

FREQUENCY AND PERCENT OF RESPONSE BY CATEGORY TO CLUSTER 8

Grade	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
7	274	39.0	100	14.2	329	46.8	703	38.3
8	309	48.7	103	16.2	222	35.0	634	34.6
9	284	57.0	63	12.7	151	30.3	498	27.1
Total	867	47.2	266	14.5	702	38.3	1835	100.0

$$x^2 = 46.5 \quad df = 4 \quad p = .000 \quad C = .16 \quad V = -.22$$

Achievement level	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	277	45.4	94	15.4	239	39.2	610	33.2
2	272	44.0	97	15.7	249	40.3	618	33.7
3	318	52.4	75	12.4	214	35.3	607	33.1
Total	867	47.2	266	14.5	702	38.3	1835	100.0

$$\chi^2 = 10.3 \quad df = 4 \quad p = .035 \quad C = .07 \quad V = -.07$$

TABLE LXVI

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 2

Teachers ' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	204	36.9	94	17.0	255	46.1	553	60.2
2	103	28.2	48	13.4	213	58.4	364	39.8
Total	307	33.4	142	15.6	468	51.0	917	100.0
χ^2 - 13.2 df - 2 p - .001 C - .12 V - .21								

TABLE LXVII

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 6.

Teachers' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	302	54.7	86	15.6	164	29.7	552	60.2
2	160	43.8	35	9.6	170	46.6	365	39.8
Total	462	50.4	121	13.2	334	36.4	917	100.0
$\chi^2 - 28.3$ $df - 2$ $p - .000$ $C - .17$ $V - .25$								

TABLE LXIX

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 12

Teachers ' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	308	55.8	107	19.4	137	24.8	552	60.2
2	241	66.0	45	12.3	79	21.6	365	39.8
Total	549	59.9	152	16.6	216	23.6	917	100.0
χ^2 - 11.4 df - 2 p - .003 C - .11 V - .16								

TABLE LXXI

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 24

Teachers ' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	157	28.4	200	36.2	196	35.4	553	60.2
2	114	31.2	80	22.2	170	46.6	364	39.8
Total	271	29.5	280	30.6	366	39.9	917	100.0
$\chi^2 - 21.5$ $df - 2$ $p - .000$ $C - .15$ $V - .09$								

TABLE LXXII

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 32

Teachers' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	202	36.5	126	23.0	224	40.5	552	60.2
2	133	36.4	45	12.3	187	51.2	365	39.8
Total	335	36.5	171	18.7	411	44.8	917	100.0
χ^2 - 18.9 df - 2 p - .000 C - .14 V - .11								

TABLE LXXIII

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 33

Teachers ' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	230	41.7	122	22.1	200	36.2	552	60.2
2	130	35.6	59	16.2	176	48.2	365	39.8
Total	360	39.3	181	19.7	376	41.0	917	100.0
$\chi^2 - 13.7$ $df - 2$ $p - .001$ $C - .12$ $V - .17$								

TABLE LXXIV

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 35

Teachers ' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	273	49.5	98	17.8	181	32.8	552	60.3
2	132	36.4	88	24.2	143	39.4	363	39.7
Total	405	44.3	186	20.3	324	35.4	915	100.0
χ^2 - 15.7 df - 2 p - .000 C - .13 V - .19								

TABLE LXXVI

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 44

Teachers' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	299	54.2	86	15.6	167	30.3	552	60.3
2	246	67.8	44	12.1	73	20.1	363	39.7
Total	545	59.6	130	14.2	240	26.2	915	100.0
χ^2 - 17.2 df - 2 p - .000 C - .14 V - -.26								

TABLE LXXVII

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO QUESTION 49

Teachers ' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	224	40.7	155	28.1	172	31.2	551	60.2
2	137	37.6	67	18.4	160	44.0	364	39.8
Total	361	39.5	222	24.3	332	36.3	915	100.0
χ^2 - 18.9 df - 2 p - .000 C - .14 V - .15								

TABLE LXXXI

FREQUENCY AND PERCENT OF RESPONSE FOR STUDENTS TAUGHT BY
VIF-TRAINED TEACHERS COMPARED TO STUDENTS TAUGHT BY
NON-VIF-TRAINED TEACHERS TO CLUSTER 2

Teachers' training	Yes		Undecided		No		Total	
	N	%	N	%	N	%	N	%
1	1405	50.9	321	11.6	1033	37.4	2759	60.2
2	1109	60.9	181	9.9	531	29.2	1821	39.8
Total	2514	54.9	502	11.0	1564	34.1	4580	100.0
$\chi^2 = 44.8$ $df = 2$ $p = .000$ $C = .10$ $V = .18$								

B29957